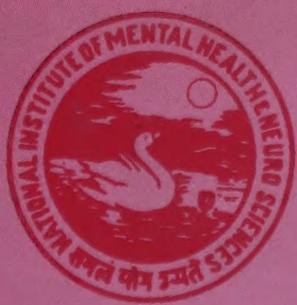




**ACTIVITY MANUAL  
FOR  
THE TEACHERS  
ON  
HEALTH PROMOTION  
USING  
LIFE SKILLS APPROACH  
9<sup>TH</sup> STANDARD**



Department of Psychiatry  
National Institute of Mental Health & Neurosciences, Bangalore - 29, India  
(Funded by WHO-SEARO - New Delhi)



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**9<sup>th</sup> STANDARD**

Prepared by

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Additional Professor of Psychiatry

**Dr. K.V. Kishore Kumar**  
Psychiatrist

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**2002**



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National Institute of Mental Health & Neurosciences, Bangalore - 29, India  
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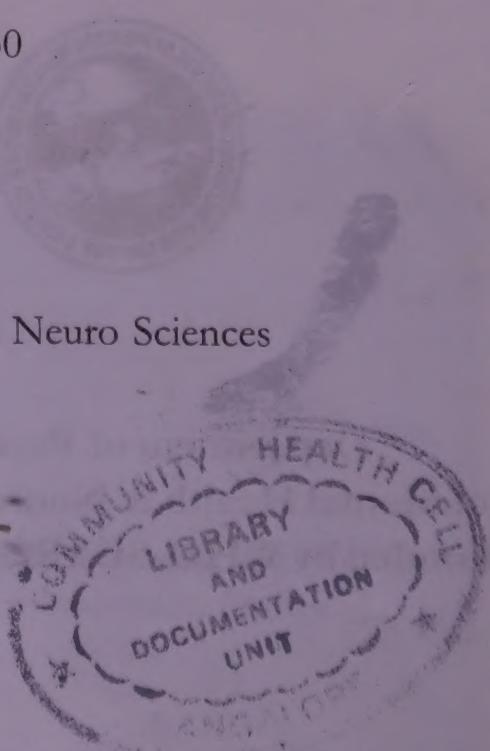
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## **FOREWORD**

Family, social, religious and ethical values are undergoing a rapid transition in the present time of technical revolution and modernization. Under such circumstances, educational excellence alone may not be sufficient to secure the future of our country. Such a narrow focus ignores poor health status as a major threat to the nation's socio economic development. Alcohol, tobacco, drug abuse, low levels of physical fitness, poor nutrition, injuries and stress contribute to lowered health status and result in loss of work or school time.

Life skills education in schools is an important means to promote Psychosocial Competence in young individuals. Promotional Strategies using Life Skills Approach for Adolescents are truly investments for a healthy nation. Recognizing this fact and its impact, World Health Organization had initiated Life Skills Education a decade ago. The WHO-South East Asian Regional Office, New Delhi has provided impetus for the development of various promotional programs for adolescents in its member countries using skills development as an approach.

I am happy to note that a Program and Modules for Health Promotion using Life Skills Approach for Adolescents in Schools have been developed by "NIMHANS Life Skills Education Group". The program is comprehensive in the areas addressed. It is realistic since it envisages teachers to disseminate these skills to adolescents in schools and is also pragmatic and relevant in the context of a developing country like India where mental health manpower is limited. Implementation of this program has tremendous potential to empower the youth to cope with the challenges of the changing world.

A collaborative approach is needed by the Departments of Health, Education, Human Resources Development and Social Welfare to initiate such programs for youth in or out of school and empower them to become socially responsible citizens.

**Dr. M. Gourie-Devi**  
Director/Vice Chancellor  
Professor of Neurology  
NIMHANS, Bangalore, India



## PREFACE

It gives us great pleasure to see that the Life Skills Promotion work, which we started in the year 1995 in a very small way in the schools, has been provided relevance, validity and a structure by the Child and Adolescent Health & Development Unit of WHO-SEARO, New Delhi.

The synthesis and framing of the Life Skills as a workable model have challenged, stimulated and reinforced our life skills. The first lesson in this developmental work was to recognize and realize that it is of utmost need to address these life skills through various themes pertinent to the adolescents. Using the vehicle of participative activities for these themes provided us the confidence that the experiential learning would empower the adolescents with skills. Recognizing teachers as partners in this promotional endeavor and providing them with the necessary skills to be facilitators have been the cornerstones of the program.

We hope that this model initiates further work in this area of Life Skills Promotion towards Positive Health in adolescents throughout the country. The model needs to gather momentum and become a movement that is integrated into the educational and social welfare systems.

Life Skills and Health Promotion in adolescents today will lay foundation for a Humane and Healthy Society of tomorrow.

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Thanks to Mr. Vijaya Bhaskar, I.A.S, Commissioner for Public Instruction Bangalore - Karnataka for permitting teachers to participate in the workshops and extending unconditional support to institutionalize Health Promotion & Life Skills Education in the secondary school curriculum of Karnataka. Thank you Sir.

We thank the Director of DSERT for showing keen interest in implementing LSE program in schools and all Block Education Officers for their co-operation in organizing workshops for secondary school teachers. Most important, we thank the students, their parents and teachers who participated actively in the focus group discussions. Thank you for sharing your thoughts. The interaction with you helped us to know needs, problems and concerns of students who face numerous obstacles in the society.

We extend our sincere thanks to the following policy makers, bureaucrats and Non-Governmental Organizations for participating in focus group discussions and sharing ideas with us: Mr. Maralusiddappa, Deputy Director of Information Communication and Education, (Karnataka) Dr. Mallikarjunaiah, Deputy Director of Medical Education - Dept. Health and Family Welfare, (Karnataka), Smt. Manjula Dhoundial, Assistant Director from NIPCCID, (Bangalore), Mr. Eshwariah - Joint Director and Mr. Jagananath Co-ordinator of Dept. State Education and Research Training, (Karnataka), Mr. Nanje Gowda, Superintendent - Dept. Women and Child Welfare, (Karnataka ), Mr. Vasuki Vice-Principal - Vivekananda Girijana Kalyana Kendra, Chamarajpet. The NGO's are, BOSCO, YMCA, FPAI, Yuva Kendra Maya Track, Surthradhar, Life Skills India Limited and Bangalore Medical Service Trust.

We would like to thank Dr. Sekar, Additional Professor Dept. Psychiatric Social Work, NIMHANS for attending the workshops for the teachers as an observer.

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Our sincere thanks and appreciation to Dr. Latha Jaganthan, Director, BMST - Bangalore, Dr. Parthasarthy, Prof. & H.O.D - Dept. Psychiatric Social Work-NIMHANS, Dr. Jayashree Ramakrishna, Prof. & H.O.D - Dept. Health and Education - NIMHANS, Dr. Prabha Chandra, Additional Prof. Dept. Psychiatry - NIMHANS, Dr. Vivek Benegal, Asst. Prof. Dept. Psychiatry - NIMHANS and Ms. Manjari - Research Officer - NIMHANS.

Thanks to all teachers who participated actively in the workshops.

Thanks to Ms. Jyotsna Mandana, Mr. Govindaraj and Mr. Suresh for preparing the pictures for the manual and to Ms. Asma, Mr. Parthibhan, Mr. Pramod for typing the manuscript.

Thanks to Dr. Poornima Bhola for doing the laborious job of editing our manual.

Thanks to Mr. Janardhan, Research Officer who was with us for a short period of time while organizing the workshops.

Once again we thank to all those who directly or indirectly contributed to the success of this project and program manual.

**Dr. Srikala Bharath,  
Project Incharge, Additional Professor of Psychiatry  
NIMHANS**



# INTRODUCTION

- ♦ *Health Promotion in Adolescents using Life Skills Approach*



**HEALTH PROMOTION**  
**IN**  
**ADOLESCENTS USING LIFE SKILLS APPROACH**

**ADOLESCENCE IN TODAY'S CONTEXT**

**Dear Teacher,**

You are teaching **adolescents** (10 - 19 years) who are the citizens of tomorrow. Behavioral patterns followed by a person during adolescence will last a lifetime. They will influence the **health and well-being** of the individual. Worldwide, in the 21<sup>st</sup> century, life is undergoing significant changes. Among the most affected are the adolescents.

The health of adolescents is strongly linked to their development. Their physical, psychological and social abilities will decide what they do, how they act and with whom they associate. Technological advances have made the world a global village. Technology has also made education and training necessary. This in turn has made the adolescents depend on their parents economically for a longer period, more than in the earlier agricultural era. At the same time, today adolescents are exposed to more information and cultural alternatives than in earlier periods. This provides the adolescent with culturally diverse choices, which cannot be easily exercised due to economic dependence. Ironically, the adolescent has to prepare for a global life of competition, comparison and independent functioning in a dependent environment.

Rapidly changing social, moral, ethical and religious values have ushered in certain 'Life Styles' in the present society especially among the youth/adolescents. These affect their health significantly. Some of the health problems and behaviors prevalent among the adolescents are poor eating habits, poor oral hygiene, lack of rest, need for quick results, pleasure seeking behavior and stress. The 'Unholy Triad' sums up these - **Substance Abuse, Violence and Early Sexual Experimentation**.

Certain in-built buffers of the society (both as support and control) are no longer available to the today's adolescents as a norm. They are:

Extended family system.

A smaller community, which is personal and closed - example being in a village or religious community.

Uniform culture - in the smaller circle of living.

Traditional ways of thinking and behavior with very little individual need to exercise choices.

For the above - mentioned reasons, the stress faced by the adolescents in the current situation is enormous. This is reflected by growing suicide rates and rising crime among young persons.

There is an urgent need to provide today's youth with a set of ways and skills to deal with the demands and challenges of life. Since the 'Individual' rather than the 'System' is recognized as the basic unit of the society, it is essential and a must to help the adolescent to develop skills to handle a wide variety of choices, challenges and stressors in his/ her life and work towards better health.

The values of a stable society and the family have to be replaced with the skills of the individual that would enable him/her to be stable amidst rapid transition in the environment. It is our responsibility to incorporate scientific methods to help the adolescent to develop the required skills. Life Skill Education is such a method.

## **CHALLENGES TO ADOLESCENT HEALTH AND DEVELOPMENT**

### **Young People in the World Today**

- ❖ There are more than 1 ½ billion young people between the ages of 10 and 24 years. 85% of them live in developing countries like India.
- ❖ In the least developed countries, only 13% of the girls and 22% of the boys enroll for secondary education.
- ❖ 8 out of 10 unemployed are young people in developing countries.
- ❖ 73 million of the adolescents are working worldwide, mainly in developing countries.
- ❖ Throughout the world many millions of adolescents live and work on the street, putting themselves at high risk.
- ❖ Between 1970 and 2025 the urban population in developing countries will grow by 600%.

### **Nutrition and Non-Communicable Diseases**

- ❖ Under and over nutrition in young people are increasing problems in both developing and developed countries.
- ❖ Adolescent girls are often the last to be given food at home, even when pregnancy increases their needs.
- ❖ Adolescent iron needs, increased by growth, development and menstruation are being hampered by malaria, hookworm and schistomiasis, which affect the young disproportionately.

### **Reproductive Health and Sexuality**

- ❖ For the vast majority, sexual relations begin in adolescence, inside or outside of marriage.
- ❖ Unprotected sexual relations increase the risks of unwanted pregnancy, early childbirth, unsafe abortion and Sexually Transmitted Diseases (STD) including HIV resulting in AIDS.
- ❖ Lack of knowledge, skills and access to contraception and vulnerability to sexual abuse put adolescents at the highest risk of unwanted pregnancies.
- ❖ In developing countries, maternal mortality in girls under 18 is 2 to 5 times higher than in women from 18 to 25.
- ❖ Worldwide, more than 10% of the births are in adolescent women.
- ❖ Adolescent abortions are estimated as between 1 to 14 million per year, most of which are unsafe because they are performed illegally and under hazardous circumstances by unskilled practitioners.
- ❖ Each year more than 1 out of 20 adolescents contract a curable STD, not including viral infections.
- ❖ Of the estimated 333 million of new STDs that occur in the world every year, at least 11.1 million occur in young people under 25.
- ❖ Globally, more than half of the new HIV infections are among 15 - 24 years old.

### **Substance Abuse**

- ❖ If tobacco use begins at all, it usually begins in adolescence. Few people begin after 18 years.
- ❖ Half of regular smokers who start in adolescence and smoke all their lives, will eventually be killed by the tobacco.
- ❖ Alcohol is the most common element in substance related deaths of young people.
- ❖ Illicit drugs use is becoming more widespread and shifting to riskier patterns of use.
- ❖ Harmful substance use will increase cancers, cardiovascular diseases and respiratory illness in later life.

### **Unintentional and Intentional Injury**

- ❖ Unintentional injury is the leading cause of death among young people, especially traffic accidents in the young.
- ❖ Suicide in young people is increasing and is an important cause of death especially of adolescent males.
- ❖ Interpersonal violence is increasing among young people. Young girls are often the victims.  
(Coming of Age - From Facts to Action for Adolescent Sexual & Reproductive Health - WHO/FRH/ADH/97.18)

**Life Skills** are 'living skills' or abilities for adaptive & positive behavior that enable individuals to deal effectively with demands & challenges of every day life (WHO, 1997).

Life Skills of a person develop over the years continuously in a dynamic manner. There are many skills, which are needed to successfully negotiate each and every situation in one's life every day. Let us take an example of finding the correct way when a young girl is lost in an unknown locality. Initially there needs to be an understanding by that girl that she is lost, recognize and control her anxiety and make certain choices of how to find the correct way. Depending on various factors like whether she knows the local language, time of the day, safety of the place, or past experience, she will decide on which is the best method for her and start with that. She may decide to look for established landmarks, read a map and find out the correct way; or she may approach various people along the road enquiring the correct way. Another girl in this situation may approach specific people like the nearest police station for help. Some others may retrace the way and get back to a known area. Rarely, the adolescent girl who is unable to act or control her/his anxiety - may start crying or freeze till circumstances lead to another series of events, which she may or may not be able to handle. The crying girl may be helped by concerned passers-by and taken back home if she is able to report being lost and provide a proper address. If unfortunate, the anxious lost girl may be taken advantage of by antisocial elements.

In the above instance, various skills like analyzing the problem situation, coming up with alternatives, deciding on the best way, using interpersonal skills, realizing stress and anxiety, keeping them under control, taking enough action to escape from the difficulty or solving it are involved. Each of the life situation one experiences from time to time is similar to this . It necessitates that an individual exercises skills to address it. Living skills mean being active and taking the responsibility of behaving in a particular manner, in a particular situation for healthy living. Inaction and not using skills to deal with a situation often means being passive and allowing circumstances to take over - which in turn bring another series of events which one has to deal with, resulting in a negative health outcome.

If one handles distress situations successfully and confidently by using appropriate skills, one feels good and positive and is ready to face similar situations without anxiety. This experience takes the individual a long way in learning competence and makes her/him confident. This increases SELF-ESTEEM. On the other hand, failure to handle the situation makes one feel inadequate, ineffective, anxious and reluctant to face similar future challenges. This results in POOR SELF-ESTEEM.

One learns these Life Skills over years, especially during childhood and adolescence by various methods. These include modeling after parents or teachers, following friends, reading books, learning from others' experience, by practice, by trial and error and lastly from movies or mass media (print and visual).

Life Skills are used every moment of our lives in various situations - choosing friends/career, developing or breaking habits, making and breaking relationships, following discipline, understanding one's needs, solving problems, interacting with teachers and parents.

Life Skills therefore, are the building blocks of one's behavior and need to be learnt well/adequately to lead a healthy, meaningful and productive life. Although there are many Life Skills, there are a set of core skills, which are needed in every individual.

## VALUE EDUCATION VERSUS LIFE SKILLS EDUCATION

Values are the foundation of a person. However, history reveals that values can change and vary according to time, culture and period. Hence, it is more relevant to focus on Life Skills which are the building blocks of the values.

### Value Education

Changes with time, period, culture  
Prescriptive  
Result (Value) oriented

### Life Skill Education

Suits any time period, culture  
Participative  
Process oriented

*Values are the outcome of the process*

## VARIOUS LIFE SKILLS

Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of every day life. The following are the ten generic skills. They are five pairs of related skills.

Critical Thinking: It is the ability to analyze information and experiences in an objective manner.

Creative Thinking: It is an ability that helps us look beyond our direct experience and address issues in a perspective which is different from the obvious or the norm. It adds novelty and flexibility to the situation of our daily life. It contributes to problem solving and decision making by enabling us to explore available alternatives and various consequences of our actions or non-action.

Decision Making: The process of assessing an issue by considering all possible/available options and the effects that different decisions might have on them.

Problem Solving: Having made decisions about each of the options, choosing the one, which suits best, following it through even in the face of impediments and going through the process again till a positive outcome of the problem is achieved.

Interpersonal Relationship: It is a skill that helps us to understand our relations with relevant others and relate in a positive/reciprocal manner with them. It helps us to maintain relationships with friends and family members and also be able to end relationships constructively.

Effective Communication: It is an ability to express ourselves both verbally and non-verbally in an appropriate manner. This means being able to express desires, opinions, fears and seek assistance and advice in times of need.

Coping With Emotions: It is an ability, which involves recognizing emotions in others and ourselves, being aware of how emotions influence behavior and being able to respond to emotions appropriately.

Coping With Stress: It is an ability to recognize the source of stress in our lives, its effect on us and acting in ways that help to control our levels of stress. This may involve taking action to reduce some stress, for example, changes in physical environment, life skills, learning to relax etc.

Self-Awareness: This includes our recognition of ourselves, our character, strengths and weakness, desires and dislikes. It is a pre-requisite for effective communication, interpersonal relationship and developing empathy.

Empathy: Is an ability to imagine what life is like for another person even in a situation that we may not be familiar with. It helps us to understand and accept others and their behavior that may be very different from ourselves.

It is evident that the Life Skills are comprehensive and include various areas like Thinking, Behavior and Emotions. The final target being self-awareness, self-esteem, acceptance of others and living a healthy life.

## **LIFE SKILLS AND ADOLESCENCE**

Life Skills evolve on a continuous basis and are also used throughout one's life. However, the maximum and critical development of Life Skills occurs during childhood and adolescence. During adulthood, minor changes and strengthening of one's repertoire of Life Skills take place. There is a difference in the development of Life Skills in Childhood and in Adolescence.

In childhood, Life Skills are often modeled on parents and other significant adults. The child is more passive in learning the skills. In this stage of life, skills to be exercised are comparatively less and restricted to family and school situations.

During adolescence, Life Skills development is a more active process. The adolescent has the intellectual maturity to assess a situation, assess the various aspects of the situation, challenge the prescription of others, develop a repertoire of skills, make a choice of his/her own and later come to a conclusion about the skill and its execution.

Despite superior intellectual abilities, the adolescent's behavior is often colored more by emotions rather than rationality. There is an emotional heightening, which the youth has to contend with, but more often than not, is unaware of it. Frequently the adolescent is in an emotional fix of wanting to be guided by the parents, yet be free from them and more aligned to the peers. The adolescent also has the need to exercise skills to indicate and establish individuality and independence. This becomes complex as the adolescent has more situations to contend with. Many critical issues reach their culmination at this stage - puberty, dealing with sexuality and gender issues, tackling emotional upheaval, finishing basic schooling and the need to make future educational or career choices, facing responsibilities as an individual etc. Hence Life Skills Development takes a ubiquitous relevance at the adolescent stage. This development is difficult and stormy, yet critical.

## **LIFE SKILLS EDUCATION AND CULTURE**

While discussing Life Skills Education for Adolescents there is a need to specifically focus on culture and youth. The LSE should enable any youth to exercise skills and be empowered within the context of his/her culture and not against it. This is of paramount importance as LSE is about living and we live in cultures and communities - one type or the other. Often youth find the cultural norms very binding and restraining; on one hand they want to be part of it and at the same time challenge it repeatedly, resulting in conflicts all the time. Rebellion is a common experience

An adolescent often may not subscribe to all aspects of the life style of a culture. Despite this it is essential for the adolescent to be aware of it. She/he needs to address it critically with the interest of the larger society in mind. The adolescent needs to work with the life style and bring about changes in it that are constructive. He/she will face strong resistance if he/she works against the culture.

What is acceptable in one culture, may not be so in another. There is a need for the LSE trainers to be sensitive while drawing the syllabus for the LSE course for adolescents.

## **THE INDIAN YOUTH**

Nearly, 40% of the one billion population of India are below the age of 20 years. Adolescents form about 10 to 15% of the total population. In absolute numbers the Indian Youth are a significant proportion of the world's youth population.

The Indian youth are currently at crossroads. It is essential to understand the Indian Culture to be able to realize this. India is a vast but a very diverse country with many ethnic and cultural groups. The country varies in its socioeconomic, literacy and health conditions from state to state and region to region. It is of importance to remember that there are more than 17 recognized languages in the country. Some important characteristics are:

Joint, Extended Family System,

Hierarchical,

Patriarchic,

Negation of the Self,

Family before the Individual,

Societal Norms need to be adhered

Below is a short comparison of the Indian and Western Cultures

#### **Indian Culture**

Family stability

Interdependence

Negation of the self

Societal duty

#### **Western Culture**

Individuality

Independence

Recognition of the self

Socially responsible

While being in the Indian culture, the Indian youth are slowly undergoing a cultural transition in their outlook due to liberalization, free market economy, globalization, communication and the media.

Hence, the LSE trainers in India have to keep the above in mind and provide the adolescents with such a LSE training that will help them to conform to the Indian culture as well as adapt to a Western Culture if needed.

It is known that while on an average 40% of the Indian adolescents are not in school, those in school are under severe stress due to a very competitive system of evaluation, heavy syllabus and a low teacher-student ratio. Motivation to stay in the school system is very low due to the above reasons, especially in the rural areas.

The LSE if incorporated in the Indian schools, is expected to radically change the approach of both the teachers and the taught in the educational system as better teacher - student relationship/ communication is one of the goals of this method.

It is important to appreciate that the role of LSE for the Indian youth is not to make them into rebels but empowered individuals who are sensitive to the culture and use it for positive growth.

#### **RECAP**

- ❖ Adolescence is a period of rapid development in intellectual and emotional spheres.
- ❖ Adolescents today are under stress due to rapid transition.
- ❖ Life Skills are abilities which are needed to deal with situations effectively.
- ❖ Life Skills determine Psychosocial Competence and Self-Esteem.
- ❖ Life Skills are building blocks of development and health.
- ❖ Life Skills are learnt in an interactive manner during childhood and adolescence.
- ❖ Life Skill Education is a process to develop positive values in the youth.
- ❖ Life Skills are universal.
- ❖ LSE is culture friendly.
- ❖ LSE would aid today's youth under stress to have a smooth transition into adulthood.

## **LIFE SKILLS EDUCATION AND SECONDARY SCHOOLS**

### **(Teachers as Trainers)**

Dear Teacher,

Empowering school teachers like you to improve psychosocial competence and skills among adolescents (in India) is necessary for the following reasons,

(a) All the adolescents who are your students would have been attending school to a certain extent regularly.

(b) Often you think you are not an important influence in the healthy behavior and learning of these adolescents. But you are - you as school teachers play a significant role in moulding the thinking and behavior of these adolescents and their development thereof.

(c) Education system has the necessary infrastructure and teachers are a good resource to disperse the Life Skills Education with no major additional monetary/personal inputs.

(d) Teachers can be trained as LSE facilitators in school as part of their teacher's training.

\* It has to be remembered that in India that the dropout rate of adolescent boys and girls is very high. There is a need for other systems and organizations like NGOs to be involved in LSE for adolescents out of school.

## **FOCUS OF LIFE SKILLS EDUCATION FOR ADOLESCENTS IN SCHOOLS**

LSE involves a process of dynamic and experiential learning. LSE structure can vary according to various developmental & health themes

- ❖ Addressing Nutrition and Communicable Diseases
- ❖ Addressing Substance Abuse in Adolescents - tobacco and alcohol in India
- ❖ Addressing Sexuality - early marriage in adolescent girls, sexual abuse
- ❖ Addressing Aggression - bullying, communal riots and violence
- ❖ Addressing Absenteeism - motivation to prevent dropping out of school
- ❖ Addressing Gender Issues - women harassment, sex selection in pregnancy
- ❖ Addressing Career Choices - professional, vocational etc.

## **THIS PROGRAM**

The present program is planned as a comprehensive program to promote Health among your adolescent students.

**It is a participative program using Life Skills.**

**Life Skills are promoted to address various Health and Developmental issues.**

**You teachers are the facilitators of this program.**

**You (teachers) would be trained in the Life Skills Approach, Facilitatory Methods and use of the modules.**

**Teacher in each activity "Fact Sheet" is for your reading and information.**

**Procedure is explained for you to do the activity.**

**Facilitative Questions are provided for you to use and stimulate discussion in groups. These questions are based on theme and activity. You can add or remove any of the facilitative questions.**

**At the end always summarize the various discussions. Some of it is provided in the**

**“Summarize...” You may have to elaborate it.**

**At end of each class remind students to do “Reflection at Home by the Student”.**

**You would also be assisted in planning and implementation of the program in your class/school.**

**You will implement the program where you are the class teacher.**

**Feed back of the teachers and the students is built into the program.**

### **THE MANUAL**

The modules of this manual have been prepared to help you to understand and do activities in a participative manner addressing various developmental issues with the students of your class/school.

The important aspects of this exercise are;

1. It has 3 parts to it - VIII, IX and X standards.
2. The modules consist of various activities
3. There are about 20 modules for the VIII and IX standards and about 12 modules for the X standard.
4. The activities have been placed in VIII, IX or X standard depending on the developmental tasks and the requirements of that age and standard.
5. The activities address various issues pertaining to development and health of adolescents.
6. The activities are designed in such a way that they are simple and can be done by you by reading the instructions for 10 minutes before the class.
7. Each activity is independent; hence you need to read only that activity and need not read the whole module.
8. You can do any activity, which you feel comfortable in doing. For e.g. Nutrition, Health, and Self-awareness activities can be done initially and Sexuality can be done later.
9. All activities need to be done involving all children in various activities; bright - not so bright, out-going - introverted, talkative - quiet, those with problems - no problems, boy-girls.
10. The methods used to facilitate such learning include working in small groups using techniques such as brainstorming, role-plays, games and debates. The experiential learning that takes place during this process facilitates better conceptual understanding of developmental issues and life skills. These skills can be applied in real life situations to handle challenges in day-to-day life competently.
11. All activities are planned for a period of 45 to 60 minutes. You need to manage the time.
12. We suggest that it is done once a week - as the last period on a Saturday when the school works for half a day only.
13. If done continuously over 3 years, the adolescent has an opportunity to think, discuss and clarify various important issues of living and growing.
14. It would be excellent if all the (32) activities are done over three years. However, for some reason even if you can do only some of the activities for some reason, it is still useful.
15. Feel free to add/change the activities if there is a need. However, see that they are participatory.
16. It would be good if you also interacted with the parents of your students about these activities at least twice a year - preferably at the beginning of the year and towards the end of the academic year.
17. Every month use the indicators to assess the changes in the students. The first assessment to be done before starting the program \*.
18. Ask students to write down all ‘LIFE SKILLS’ in local language on KG sheets of different colors and stick it on the walls of the class. This helps the students to remember all ‘LIFE SKILLS’.

19. Ask students to maintain a 'LIFE SKILLS' diary. Reflection at Home - a part of each activity could be entered in this diary\*.
20. Have discussions among the teachers once a month for 40 minutes regarding the progress, its usefulness and impact.

The **SUCCESS** of the program and **HEALTHY DEVELOPMENT** of the adolescents depend on you. Dear teacher, we believe you can make a **DIFFERENCE**.

\* *Indicators and students Life Skills Diary Proforma are attached at the end of manual. See Appendix.*

### **GUIDELINE FOR THE TEACHERS DURING THE LSE CLASS**

#### **Teacher,**

So far in teaching curriculum subjects to the students, often you,

1. Prepare the lesson on an issue/theme - example, 'Mutiny War' or 'Prime Numbers'.
2. Deliver the lecture to the class of students.
3. Clarify doubts if any student raises one.
4. Give a test to assess the knowledge of the students.

In the above, active participation by the students in the class in learning is very low, though you may use it sometimes.



#### **Traditional Methods of Teaching**

The teaching of Life Skills to Promote Health among Adolescents is based on participatory, '**student centered learning approach**'. So it is important for you to use participatory/interactive learning approach to involve the students in all the modules of life skills education.



Interactive Methods of Teaching

### Your Role as a Facilitator;

You have to pattern your role of facilitation according to certain principles that govern the building up of genuine discussion. These are,

- ❖ Prepare well in advance before doing the activity like taking activity materials, questionnaires etc.
- ❖ Define the objectives of the activity clearly.
- ❖ Give clear instructions before the activity commences.
- ❖ Ensure that the discussion starts on time and ends at prearranged time.
- ❖ Divide the students into small groups of 8 - 10 students using different methods - example being according to date of birth - January to February is Group 1, March to April Group 2 etc., color of dress/hair band/bangles, students whose name starts from A to E Group 1, F to L Group 2, etc. See that the same students do not form the same groups.
- ❖ Help the groups to choose a different spokesperson each time.
- ❖ Always keep the discussion on track. You should not dominate the discussion and instead facilitate the smooth flow of discussion. However, when the discussion is straying away from the point, you should bring the discussion back to the point.
- ❖ Encourage participation from those students who are shy, and timid. Make sure that everyone participates in the activity in some way or the other.
- ❖ Allow students to express their ideas freely - stress that the ideas always need not be good, useful, socially acceptable/appropriate.
- ❖ Create and preserve the atmosphere of warmth, freedom and friendliness without the threat of ridicules, humiliation or being put down.
- ❖ Set limits at the same time. In the name of freedom, students should not use bad language and violence, verbal or physical. Have the "Do's & Don'ts" clear.
- ❖ Always note down the key points of discussion on the black board or flip chart.

- ❖ Be neutral (non-judgmental) and do not take the side of some students. This is very important.
- ❖ Always summarize covering all points at the end of each activity.
- ❖ Create an atmosphere of learning during Health Promotion classes.
- ❖ Stress that the students should complete the Reflection at Home without fail.



### **Peer Learning & Facilitation**

#### **Certain Don'ts:**

- Avoid doing an activity without adequate preparation.
- Avoid dominating and criticizing students.
- Avoid interrupting.
- Avoid lecturing.
- Avoid advising.
- Avoid moralizing - eating non-vegetarian is bad; our elders said menses is bad for a reason etc.
- Avoid taking the side of some students.
- Avoid rushing to finish the activity.
- Avoid showing your anxiety in front of students while discussing certain difficult issues like conception, sexual intercourse, contraceptives etc.
- Avoid providing your personal conclusions for the activity.
- Avoid discussing information of students got in LSE class with other staff over lunch in the staff room.



## MOTIVATION

- ◆ *Increasing Motivation to Study - Snakes and Ladders*
- ◆ *Study Habits - Work While You Work; Play While You Play*



**Theme: MOTIVATION - INCREASING MOTIVATION TO STUDY****FACT SHEET:**

Teachers often recognize that the performance of a student academically depends on his/her motivation - internal need/desire to study in a consistent manner. Many teachers are of the opinion that they have no control over the motivation of their students. This is not true - though there are no 'quick ways' to improve the motivation of students to perform well academically, there are certain steps which a teacher could take to slowly increase it over time. Teachers should recognize that by increasing the motivation of the students, it is possible to sort out many difficult issues like - absenteeism, not completing homework, indiscipline, poor performance in tests etc.

Specific suggestions to the teacher to improve motivation among students:

Moving from ability focus (excellence alone recognized, poor performance not welcome) to task focus (staying in school, not dropping out school, learning better than before).

Shifting from grouping students by ability and grades by standardized tests to grouping by topic, interest, and student's choice; frequently regroup them.

Shifting from competition between individual students and contests with limited winners, to cooperative learning.

Changing from accepted grading and public display of grades to grading for progress or improvement; involving students in determining their grades.

Changing from recognition for high grades, and over-use of praise (especially for easy tasks) to recognition for progress or improvement and stress on learning for its own sake.

Changing decisions made exclusively by administrators and teachers to student decision making, self-scheduling and self-regulation.

Changing from rote learning and memorization, over-use of worksheets and textbooks to providing challenging homework that is enriching and encourage problem solving and comprehension.

Encouraging peer tutoring and enrichment.

Supporting student autonomy by small opportunities of choice such as whether to work with a partner or independently, whether to present a book review as a paper, poster, or class presentation. This can increase students' sense of self-determination.

Encouraging students to undertake small projects of their choice related to studies.

Helping students to identify and enhance motivating factors. Also helping them to identify and work on demotivating factors used in their environment.

This activity focuses on increasing skills in students to identify motivating factors and demotivating factors to study. Once identified it is expected that they would work on them appropriately.

Teachers can help their students to develop their self-regulation by providing limited choices between acceptable options, assisting with breaking large tasks into smaller ones and providing guidelines for students to monitor their own progress. Finally, it is understanding that students' early attempts at managing his/her own work may not always be successful. Good decision-making and time management require practice.



Name of the Activity:***Increasing Motivation to Study - Snakes and Ladders***Objectives of the Activity:

- To help students to understand that there are some factors that increase interest and some that decrease interest in studies.
- These factors differ in each student.

Expected Outcome:

- ◆ The student recognizes his/her personal motivating and discouraging factors to study well.
- ◆ The student recognizes that Self - Determination to study is a very important factor among these.
- ◆ Determines to do well in studies and follows methods which will increase motivation to perform well in school.

Time: 60 MinutesLife Skills Promoted:

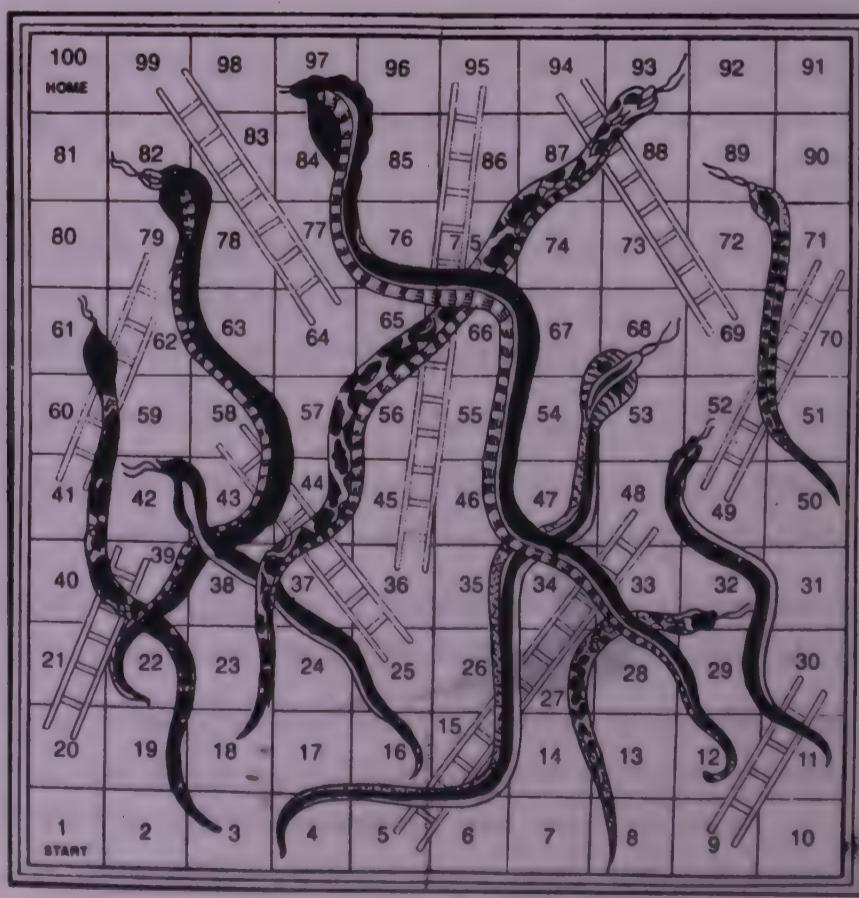
**Critical Thinking, Self - Awareness, Decision Making, Problem Solving and Coping with Stress.**

Techniques Used:

**Group Discussion and Co-operative Play.**

Materials Needed:

6 - 7 photocopies of snakes and ladders, 6 - 7 photocopies of the handout (motivating and de-motivating) factors written, color pencils (red and green), dice to play and coins of identification (See Activity Material 2.1 & 2.1a).

**SNAKE AND LADDER**

**FACTORS, WHICH AFFECT STUDENTS' PERFORMANCE AT SCHOOL (HAND OUT):**

1. Parents sending you to school
2. Parents wanting you to learn
3. Parents believing that you can learn
4. Teachers believing that you can learn
5. Natural intelligence
6. Student friendly school
7. Regular study habits
8. Hard work by you
9. Teacher who teaches well
10. Friends who help you learn
11. Marks oriented school
12. Friends not interested in learning
13. Poor memory
14. Past failure
15. Poor interest in studies
16. Excessive interest in hobbies
17. Poor health
18. School with poor student-teacher ratio
19. Poorly motivated teacher
20. Parents not keen on studies
21. You believe you are stupid
22. Having to work due to poverty
23. Distance from school
24. Being a girl
25. Books not bought by parents
26. Teachers partial to first rankers
27. Friends forcing you to cut class
28. Subjects not interesting
29. Dreams of finishing school
30. Anger when marks are less
31. Studying with friends
32. Learning only by getting byheart
33. Discontinuing school after failure
34. Parents helping you in studies
35. Parents checking on your difficulties at school
36. Parents attending Parent Teachers Meeting on a regular basis
37. Having a specific ability based on interest - 'becoming a lawyer' or 'becoming a teacher'
38. Giving up trying if marks are less
39. Believing that education is not at all important to be successful in life
40. Becoming very anxious when there is an examination

**Procedure:**

**Step 1:**

Divide the class into 5 - 6 groups of 10 - 12 students each according to their height. Have both boys and girls in each group. Provide each group with the photocopy of the game ‘Snakes and Ladders’, photocopy of the handout with the factors, a green pencil and a red pencil (5 minutes).

**Step 2:**

Request the groups to take the handout with various factors printed on it. Instruct the groups to discuss and classify the factors as those which encourage/help studies (green ticks - green factors) and factors, which decrease interest in or create hindrance to studies (red ticks - red factors) (5 minutes).

**Step 3:**

Ask each group to brainstorm and rank each of red factors and green factors. Each group can have a different level of ranking. For e.g., one group may consider “lack of teachers in the school” as the most important red factor and give it a rank of one. Another group may give it a fourth rank (First rank to most encouraging and to the most discouraging factor).

Similarly 10<sup>th</sup> rank to least encouraging and to the least discouraging factor (10 minutes). There should be 10 green factors, given 1 - 10 ranks and 10 red factors given 1 - 10 ranks. Ask the groups to write the ranks by the side of the factors (for red separately/green separately).

**Step 4:**

Ask the groups to name the snakes with red factors. The smallest snake should be given the red factor, which was given a rank of 10 and the largest snake to be given the factor with the first rank. Similarly the ladders to be named with the green factors. The shortest ladder to be given the green factor with the 10<sup>th</sup> rank and the longest ladder to be given the green factor with the first rank (5 minutes).

**Step 5:**

Allow the groups play the game of the snakes and ladders (15 minutes).

**Step 6:**

Later ask all the groups to pin their games to the walls and look at other groups’ work (10 minutes).

**Step 7:**

Discuss and summarize motivating factors and discouraging factors (10 minutes).

**Facilitative Questions:**

1. How was it to do the activity?
2. Is there a difference in your group from other groups as to which is a red factor and a green factor?
3. Is there a difference in the ranking of the green factors between your group and other groups?
4. Is there a difference in the ranking of the red factors between your group and other groups?
5. Which of these factors can be controlled by you and which of these cannot be controlled by you?
6. What is the ranking of those factors which can be controlled by you (very high or low)?
7. What can you do to control them?

**Expected Responses from the Students :**

**Group 1:** This activity helped us to think about our studies, schooling and performance. Most of us recognised that we have more green factors than red factors and still we do not perform well in studies.

**Group 2:** Most of our group members agreed that the school related factors like - poor teaching, marks oriented school, parents being partial are the main factors for our poor performance. We also recognised that we as students have no control over them. At the same time there are factors which are under our control - giving up trying if marks are less, no regular study habits so on.

**Group 3:** Almost all factors mentioned in the handout were present in our group. But we ranked the factors differently than other groups. Parents being interested and helpful was ranked the highest.

**Summarize....**

- ☛ There are many factors which increase or decrease students' motivation to study.
- ☛ Some are under one's control and some are not.
- ☛ It is effective to change those factors - use the green factors and decrease the red factors, which are under students' control. This mainly leads to increased motivation to study and learn.

**Reflection at Home by the Student:**

- 📖 Which is the highest Green factor under my control that is applicable to me?
- 📖 Which is the highest Red factor under my control that is applicable to me?
- 📖 How I can control the Red factor?
- 📖 How well am I using the Green factor?



**Theme: MOTIVATION - STUDY HABITS****FACT SHEET:**

Many students complain of poor memory, forgetfulness and inability to remember whatever they have read the previous day. One important reason for this is "Faulty Reading Habits". Studying is a mental activity and therefore requires focused attention. Learning can be improved by making changes in study habits. Reading regularly is the first step in this direction. People brush their teeth every day because it is essential for maintaining oral hygiene; therefore brushing becomes part of their daily lives. Even if one is sick and tired due to illness he/she does not fail to brush the teeth.

Similarly, students have to read on a daily basis. Reading does not mean only lessons; it can be anything; for e.g., magazines, novels, short stories etc. By inculcating reading as a habit a student tunes his/her brain to concentrate and grasp whatever is read. When one totally understands and remembers what is read, he/she enjoys it and this further reinforces reading.

Faulty study habits can result in poor performance in exams, scoring low marks, failing in exams. All of these decrease students' self-esteem and confidence, which affects motivation.

**Desirable Study Habits are as follows:**

- Having a regular and specific study time everyday.
- Having a timetable of study which includes all subjects in rotation.
- Studying in a place that has no distractions (T.V., music, phone) and minimal noise.
- Sitting in a comfortable posture (in front of a desk or table) and under good light.
- Planning the study - time-table every day before starting to study - e.g., to finish theorem two in Maths, finish Sepoy Mutiny in History etc.
- Using a dictionary when the meaning of a word is not clear.
- Reading loudly or in one's own mind depending upon what is effective.
- Spending at least 30 minutes on any subject chapter - to read, recall, review and make notes (larger chapters would definitely need more time).
- Reading and reviewing in mind after each chapter - the concept and the contents of the chapter.
- Jotting down points and summarizing what has been read in one's own words.
- Taking breaks if one's concentration is very low or feeling bored. Doing some different activity, which will increase the concentration - playing a game with friends, talking with parents, doing some housework or listening to music.
- Reading aloud if the concentration becomes less or if there is distraction around.



- Reading subjects which one enjoys in between those subjects which one does not like much, to maintain concentration.
- Discussing what has been read with friends; or teaching the portions to a friend who has not read it to improve learning.
- Clarifying doubts with friends, teachers or parents if they are educated or capable of helping you.
- Periodic revision of what has been read over the week.
- Not studying under pressure - just before the exams. Concentration appears better but recall is poor if read just before the exams.
- Lastly, remember studying is for a student's own understanding, knowledge and wisdom. That is a decision the student has to take and prioritize time for good results.

**Note to the Teacher:**

Studying, Concentration and Memory are interlinked. So do go through the activities for 'Improving Concentration and Memory' (VIII standard) for some ideas.

Study Habits and Preparing for Exams are interlinked. So many of the points covered here may be mentioned during activity 'Preparing for Examination' (X standard).



Name of the Activity:

**Study Habits - Work While You Work; Play While You Play.**

Objective of the Activity:

- To help students to recognize that reading and remembering, which are parts of studying/learning, have many steps to be successful even if one is intelligent.

Expected Outcome:

- ◆ Students understand that studying needs discipline and certain method to be effective.
- ◆ Students plan their study - habits based on what is learnt in the Life Skills Class.

Time: 60 Minutes

Life Skills Promoted:

**Critical Thinking, Decision Making, Creative Thinking and Problem Solving**

Techniques Used:

**Story Telling and Group Discussion.**

Materials Needed:

5 - 6 photocopies of the 2 situations, 5 - 6 photocopies of the study habits questionnaire, papers to write on and pens to write with (See Activity Material - 2.2 & 2.2a).

Situation - 1:

### **BRILLIANT BOY WHO FAILED IN EXAMS**

Krishna is a very bright and intelligent boy. He has always scored high marks in all the exams he has appeared so far in the school. Topping has been a habit for Krishna till about three months ago. He has fared very badly in his first term exams. Krishna has recently taken up pop music as a hobby. His parents presented him a Walkman and all the latest pop music cassettes of his choice because he was doing very well in studies. Over the previous three months, his parents return home late because of their work commitments and not provide enough supervision. Taking advantage of this, Krishna would read as he listened to music. He was more keen on knowing all the songs by heart and hummed along with the singer as he read. He thought he understood all that he read and was confident that he would stand first in the class. Unfortunately, Krishna failed very badly and indeed scored very poor marks in two subjects. His parents were shocked to see his marks card and wondered what went wrong with their son from whom they had high expectations. Krishna has no problem in reading or writing and his communication is excellent. This made parents curious to know the reasons for his failure.

Situation - 2:

### **I FORGET EVERYTHING**

Raji is a 14 year old adolescent studying in VIII standard. Raji, is not very much interested in studies. Her parents are educated and working. Education is their first choice for all their children. Till the VII standard, Raji's mother would sit with Raji two days before the exams and help her to learn the portions in simple ways and write the exams. With this help, Raji was able to pass the exams with 55% in VII standard. Raji's mother insists that she studies every day. Raji also spends time with books every day; but most of the time is spent in copying notes. She tries to study just before the monthly tests. When she goes to the class, the question papers especially Maths and Science, look very complicated. Raji usually comes back home crying and complaining of having forgotten whatever she has read. Parents feel that Raji works hard but has poor memory.

**Procedure:**

**Step 1:**

Instruct the class to call out 1 - 6 numbers in rotation. Divide the class into 5 - 6 groups of 10 - 12 students each according to the numbers. Each group should select a spokesperson as a volunteer (5 minutes).

**Step 2:**

Give each of the groups both the situations. Ask the groups to read them and discuss among themselves and come to conclusions regarding the queries raised below. Write down the discussion points on the black board (10 minutes).

**Step 3:**

Also ask each group to write down 5 good study habits (5 minutes).

**Step 4:**

Instruct each group spokesperson to come to the front of the class and present the discussions and good study habits according to the group (15 minutes).

**Step 5:**

Summarize...(5 minutes).

**Facilitative Questions:**

1. Are the problems of Krishna and Raji common among young persons today?
2. Why did Krishna fail in his class test?
3. What do you think about Krishna's reading habits?
4. What should Krishna do to overcome his difficulties?
5. What is the role of his parents in helping him overcome the problems?
6. Do you think Raji has poor memory?
7. What is wrong with her study habits?
8. What should she do to improve her memory - especially for Mathematics and Science?
9. What skills are needed by a student to understand his or her study habits?
10. What skills are needed by a student to improve study habits?

**Expected Responses from the Students:**

**Group 1:** Music is a great source of entertainment and young people love it. A student like Krishna might be finding companionship of the singer since he does not get much time from parents, as they are very busy. Music is very pleasant and fashionable. Therefore, Krishna is in a way keeping up with times.

Raji's problem is a very common one. Many of us also study; but do not remember due to poor memory like Raji.

**Group 2:** Krishna failed because he was not giving enough attention to studies. He combined reading and entertainment, which is very undesirable. It is like sailing in two boats simultaneously where a fall is certain. Most of us can and should do only one activity at a time. We should

complete one and then move to another. It is time that Krishna realizes his mistake and makes appropriate changes in his reading habits. This will improve his self-esteem and confidence. Raji should study sincerely everyday. Her mother should help Raji not only during the exams but also on other days as well. Even her father can help Raji to study every day.

**Group 3:**

Krishna has lost the capacity to separate serious activity like reading from fun and entertainment like music. He has misused the trust his parents had in him. It is important for young people to handle freedom in a responsible manner. Even copying notes is one way of studying. We have to do a lot of copying of notes in our school also.

**Group 4:**

Krishna should immediately institute time management and prioritization of his day-to-day activities. He should strongly believe in the proverb “work while you work and play while you play”. One cannot certainly work and play at the same time.

His parents should recognize that Krishna has not let them down. He has not made a terrible mistake. It has been a temporary setback certainly and they should disapprove of his approach to reading. He should not be punished or reprimanded for his mistake. They should educate him to prioritize his day-to-day activities and to identify a specific time to listen to music. He should understand that relaxation, rest and entertainment is important for everyone of us but should not be misused. We cannot prick our eyes because “ we have a needle made out of gold”.

Krishna’s problem is a very common one. Many young people spend a lot of time listening to music, songs and dance but it is important to allocate a specific time to do so.

Copying notes is one way of studying. We have to do a lot of copying of notes in our school also.

**Summarize....**

- ☛ Studying is a focused mental activity There are certain study habits that should be followed to be effective.
- ☛ Healthy reading habits are a key to learn, remember and gain knowledge.
- ☛ Brain needs to be trained to concentrate.
- ☛ Distraction due to music/movie/media is a common cause of memory problems in young people.
- ☛ A student needs to review his/her study habits; if not adequate, make decisions to follow certain new methods to make learning effective.
- ☛ Following a time management schedule for various activities in our lives is very useful.

**Note to the Teacher:**

Distribute the Study Habits Questionnaire and ask each one of them to assess their study habits.

### **STUDY HABITS QUESTIONNAIRE**

Read the following statements and mark at the end of each statement whether it is True (✓) or False (✗).

#### **Part - A**

I finish my work before I go to play.

I spend a definite time every week in revising each subject.

I recall the important points after I read a lesson.

I spend most of my time on difficult subjects and less time on the easy ones.

I take class notes.

I am careful to learn the important words used in each subject.

I have a regular time and place for studying.

I know how to underline and take notes when I study.

I relate material learnt in one subject with those learnt in others.

I use free time in the school for studying.

My spelling ability is good.

I feel satisfied if I read my lessons.

I look for main ideas while reading a lesson and associate the details with them.

I pronounce the words as I read.

I study with others rather than by myself.

I make use of computer, Internet etc for enriching my understanding about a subject.

I regularly solve old examination papers.

I take mock examinations periodically.

My health is good. I need not worry about it while studying.

I plan out the answer to a question in my mind before I write it in the examination.

I read up the lesson before I go to the class and review what is done in the classroom soon after I get back home.

#### **Part - B**

I don't feel like studying at all.

I am a slow reader and therefore, I have difficulty in finishing the assignment in time.

I understand a lesson while reading it but I have trouble remembering what I have read.

I find it hard to concentrate on what I am studying.

If I read faster, I could study more efficiently.

I find it difficult to decide key points that are important in a lesson.

I don't study until evening.

I take longer time to get started with the task of studying.

I daydream instead of studying .

I postpone studying my lessons.

I feel so tired that I cannot study efficiently.

I cannot make out much of what I read.

Many activities like working on a job, household work, play and other such activities interfere with my studying.

I worry a lot about my studies.

I miss important points in the lecture while taking down the notes.

My dislike towards my subject and teachers interferes with my success.

I study the subject that I enjoy regularly and put off studying those which I don't like till the last minute.

I study in the midst of distractions, like radio, TV, people talking, children playing etc.

I become nervous at the time of examination and I cannot answer as well as I should.

I spend too much of my time in reading fiction, going to movies etc which decreases my efficiency in studies.

I have to be in a good mood before starting my studies.

Instruct students to add up all the (✓) of Part A and the (✗) of Part B (Good Study Score).

**Reflection at Home by the Student:**

- BOOK My Good Study Score is \_\_\_\_\_. I need to change it to \_\_\_\_\_.
- BOOK My Best Study Habit is \_\_\_\_\_.
- BOOK The study habit that I can change to help me to study better is \_\_\_\_\_.



# DISCIPLINE

- ◆ *Time Management - How Big is MY PIE?!!!!!!!*



**Theme: MOTIVATION - DISCIPLINE - TIME MANAGEMENT****FACT SHEET:**

Time management is a simple and practical technique of planning and structuring a day. This means allocation of time for different subjects, household activities, leisure, play, self-care, entertainment, sleep and other miscellaneous activities over 24 hours.



It is important to appreciate that many problems of young people stem from the fact that they feel bored from time to time, feel frustrated that they are unable to do things in their life as expected by others or fulfill their own desires. They find that they have lot of time at some juncture and do not have time at all in other situations.

This makes a student feel controlled by external factors such as school, exams, T.V. and not acting according to his/her choice. Lack of attention, lack of motivation in studies, disinterest in hobbies, under achievement at school can be related to this sense of being controlled and not controlling his/her life.

Planning and structuring a day helps a student to be in control of the situation and make the student feel that he/she has played a meaningful role in life. Boredom, emptiness, uncertainty, frustration, poor achievement in studies, feeling upset about backlog in school, failure in exams can be avoided by this. Effective use of time management strategies have been found very useful both by the young and old.

Most young people are familiar with the concept of time management and structuring of activities in school. Some accept this passively; some are actively involved in planning it but do not follow it. Successful time management involves planning, following the plan, reviewing its effectiveness and making necessary changes every now and then. The plan and structure should be for the day, week and the month - it should have an even mixture of several activities. School related activities are an inseparable part of a student's life, but it is important to recognize that there are other activities, which are important for one's growth and development. Such activities break the monotony of routine like going to school, doing homework, reading, eating, and sleeping. They bring hope and zest in life. So the planning should include many activities like studies, rest, relaxation, play, recreation, household work, social activities, reading, writing, information, assimilation through radio and T.V. and so on. Implementing this strategy creates an opportunity for a structured routine for students; since they develop it on their own, they will be committed to it and will ultimately feel that life is meaningful and enjoyable. Time management does not make the student a machine, but rather equips a student with skills to plan, decide and have personal responsibility.



Lastly, this can be a useful strategy in preventing high-risk behaviors like excessive TV viewing, smoking, drug substance abuse, pornography and several others - as the student controls his/her time and activities and not the other way around.

Name of the Activity:

*Discipline - Time Management - How big is my PIE?!!!!*

Objectives of the Activity:

- To help students make a chart and review the time spent by them on various activities over the day.
- To help students to use prioritization - allotting time depending on their perception of difficulty in the given subject area - Learn time management.

Expected Outcome:

- ◆ Students develop skills to take the responsibility to be engaged according to their plan all through the day.
- ◆ Overcome boredom and loneliness by structuring and controlling their routine: work towards planned success.
- ◆ Develop a sense of well being by effectively managing time.

Time: 75 Minutes

Life Skills Promoted:

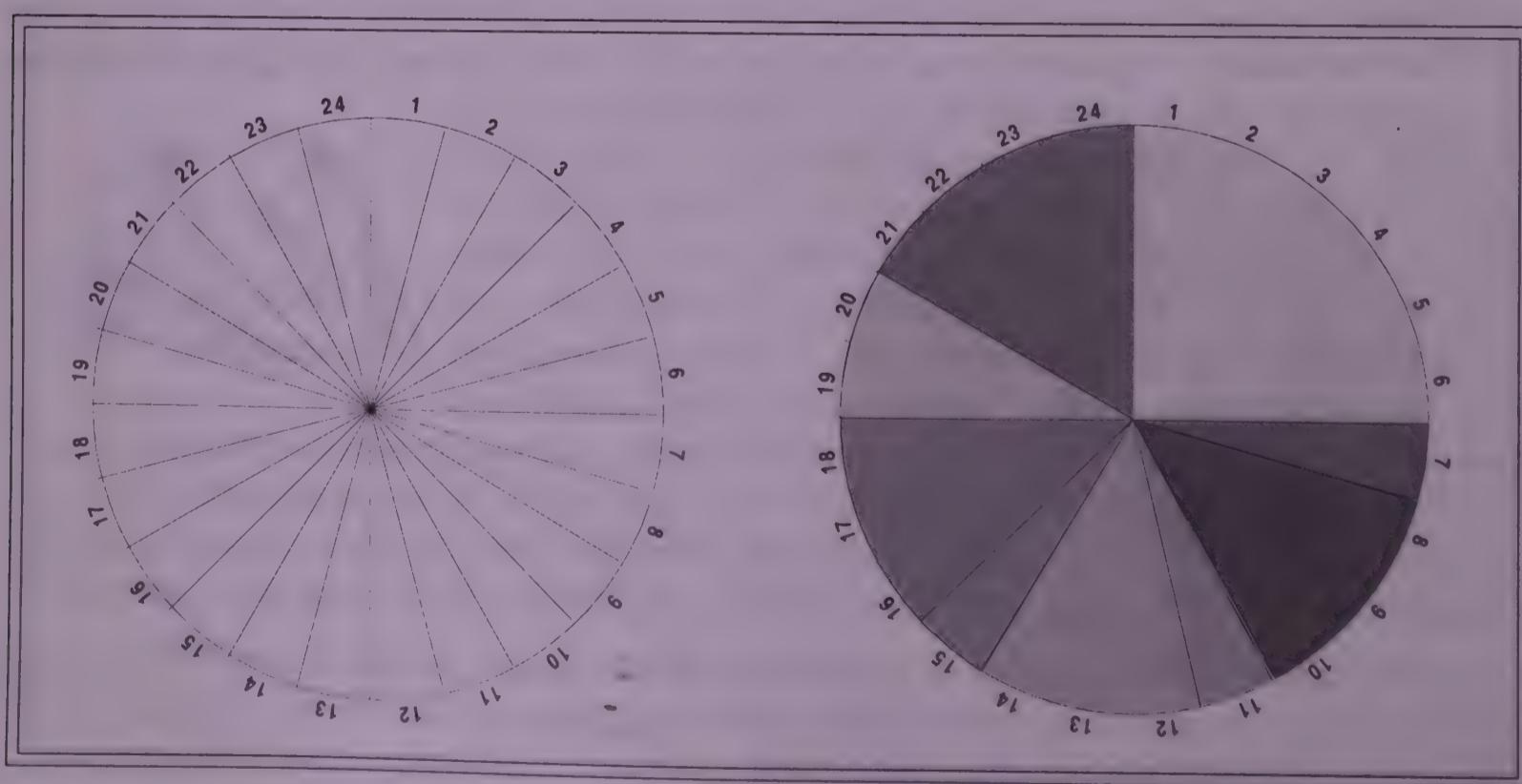
*Self-Awareness, Critical Thinking, Decision Making, Creative Thinking, Problem Solving and Coping with Stress.*

Techniques Used:

*Individual Review, Discussion, Planning and Sharing.*

Materials Needed:

Examination pad to support paper, pencils and eraser, colored felt pens and geometry box.



Time Management PIE - Our Daily Routine

**Note to the Teachers:**

This is a slightly lengthy activity. Your time management is tested here!!!!

**Procedure:**

**Step 1:**

Introduce the topic of time management.

Divide class into 6 - 8 groups of 10 - 12 students in each group. Allow each group to select a spokesperson (5 minutes).

Ask each group to sit in a circle.

**Step 2:**

Ask each student to take a white fullscape paper. Instruct him/her to draw a circle measuring 16 cms. in diameter in the lower half of the page using a geometry box. Ask each student to divide the circle into 24 parts indicating 24 hours with a pencil. Now ask each one of them to write down various activities of their typical day in the upper half of the page. For e.g., sleeping, washing, bathing, eating, and helping in household work, playing, homework, reading, leisure and other miscellaneous activities (15 minutes).

**Step 3:**

Instruct each student to write how much time he/she spends on each activity in a day. This to be done without discussing or copying from the next student. This will help the student to think about the total time spent so that he/she will perceive the circle as a graph and not as a 24-hour clock where activities appear periodically through out the day (15 minutes) (See Picture 1).

**Step 4:**

Ask them to transfer this information on to the circle (divided into 24 equal parts) blocking out time in sections, e.g., sleep - 8 hours would be blocked out using 8 portions of the circle. Suggest them to use different color for each activity as this makes it easier to see and get a visual feed back later (See Picture 2).

Teacher should move around the groups to assist those who need help and clarification (10 minutes).

**Step 5:**

When every one has finished suggest that they share their information within their group. Encourage group members to discuss the queries raised below (15 minutes).

**Step 6:**

Ask each group to present their discussions and observations to the class. Write the main points on the black board (10 minutes).

**Step 7:**

Summarize...(5 minutes).

**Facilitative Questions:**

1. Which are the activities which need more time?
2. Which are the activities which need the least time?
3. Which are the activities about which you and your parents agree on the amount of time you have spent?
4. Which are activities about which you and your parents have a difference of opinion?
5. What are the activities you would like to include but do not have the time to do?
6. Do you feel unsatisfied with the amount of time you spend in any category, whether it is too much or too little?
7. Can you suggest any alternatives so that you can change what you don't like?
8. How many hours should we sleep in a day?
9. Should we allot time for studying every day and include it in our daily planning?
10. Is it good to sleep less and read more?

**Expected Responses from the Students:**

**Group 1:**

Our parents do not allow us to play at all. They just want us to read and do nothing else. They do not realize that we need other recreation also. Doing homework assignment daily takes more time. We are not able to do the activities like reading regularly, going for walk, play etc.

**Group 2:**

Our group felt that our daily activities should have a healthy mix of several activities - reading, recreation, play, meditation, household work, organizing things, diary writing etc. This will help us to develop into complete persons. It is natural that our parents scold us for spending more time on play rather than reading. We need to have a proper daily routine to overcome all these differences of opinion.

Today's activity really helped us to plan our routine, think properly and decide how much time needs to be spent on each activity and prioritizing the specific activity.

**Group 3:**

In our group different members expressed different opinions, I, as their leader have made a summary of their discussions. In our group most of us felt that we need to spend more time on Mathematics and Science because most of us are weak in these subjects and find them difficult. It is not possible to follow the time management schedule very rigidly. Should we read or stick to this plan on a holiday or Sunday?

**Group 4:**

Our group observed that boredom, not knowing what to do, was a major problem. We often got angry with our parents and teachers because they did not give proper guidance. Now we have learnt that each of us can and should take responsibility to plan a routine containing several activities. We felt we are not spending much time on reading difficult subjects. We felt we should read and practice a difficult topic every day. Most of our time goes in completing homework and going to tuitions.

Our group also decided to go to bed early and get up early. Most of us agreed that we get up at different timings everyday. Now after this activity we have decided to sleep at least 8 hours daily - go to bed and get up at a fixed time.

Making the circle and the activity pie has helped each one of us to review one's own time management.

**Summarize...**

- Time management schedule is a scientific and realistic plan to make effective use of time available to cover all the activities in a given day/week/month/year.
- Often we are not aware how we spend our time and waste time without much thought .We also feel that 'time flies' and think that we have no control over it.
- Time management strategy is a method by which one can control and use the time in a manner one wishes to spend (one may wish to spend time in hobbies and feel upset that he/she has no time at all).
- Periodic review and reorganization of activities according to priority is a must.
- Managing time is an individual's responsibility. Each one should try his/her best in that direction - it provides control over time and self, decreases boredom and high risk behaviors.

**Reflection at Home by the Student:**

- book Prepare personal DAILY ROUTINE chart allotting timings to different activities and stick it in your reading room.



# HEALTH & HYGIENE

- ◆ *Nutrition - Anemia - I am Tired*
- ◆ *Sleep Hygiene - Good Night!!! Sweet Dreams!!!!!!*

Theme: HEALTH & HYGIENE - NUTRITION - ANEMIAFACT SHEET:

One of the common health problems in adolescents, especially girls, is lack of blood, medically referred to as 'Anemia'. It is a condition, which can be prevented and treated if recognized early. Nearly one out of seven children who attend school suffer from anemia.

Our body needs iron as an essential (ingredient) material. Most of the iron in the body is used to make the red part of the blood called Hemoglobin (haem- iron; globin - protein). Hemoglobin transports the inhaled oxygen from the lungs to various tissues and cells as Oxyhemoglobin. Transport of oxygen is necessary for every activity in the body including that of brain, heart, lungs, and kidneys etc. At the level of the cell oxygen and the sugars from the food are metabolized to generate energy for various activities.

Normal hemoglobin level is 14.4 to 16.5 grams % in men and 12.5 to 14.5 grams % in women. Anemia is caused if there is a decrease in the level of hemoglobin due to lack of iron or protein. Anemia as mentioned earlier, is more common among girls, children and women. Accurate measurement of the anemia can be done in a laboratory by taking a small amount of blood. Roughly, anemia is judged by the decrease in the pinkish color of the mucous membranes - conjunctiva of the eyes, mouth, tongue and nail beds. (Pink color is due to the color of the blood in the blood vessels lining the transparent mucous membranes).

Common Symptoms of Anemia:

- Dull and pale appearance.
- Easy fatigability/tiredness.
- Difficulty in concentration and lack of interest.
- Breathlessness on exertion.
- Increased heart rate.
- Irritability.
- Mental disturbances.
- Excessive sleep.
- Loss of appetite.
- Headache.
- Lowered physical activity.

If the anemia is very severe the person may have breathlessness, tiredness, hair loss and swelling of hands, legs and the face.

### **What are the Causes of Anemia?**

- Lack of nutritious food.
- Hook worms infestation - hookworms cause loss of blood from the gut.
- Chronic diarrhea - nutrients are lost because of poor absorption.
- Frequent malaria.
- Fear of increasing weight among the teenage girls resulting in inadequate consumption of food.
- Heavy bleeding during menstruation.
- Anemia in pregnancy can be caused by deficiency of a vitamin called folic acid.
- Repeated pregnancies and deliveries - where there is loss of blood.
- Loss of blood due to childbirth.
- Nursing a newborn baby.

### **How to Prevent Anemia:**

- Proper diet - adolescents especially girls/women must eat foods that are nutritious so that their bodies can produce adequate hemoglobin. The food should be rich in iron - e.g. pulses like ragi, vegetables like greens, drumstick, sweet potato, pumpkins, jaggery, animal food like liver and meat and egg. Some fruits like dates and papaya are also good sources of iron. The food should also have good proteins for the production of hemoglobin - pulses, meat, egg etc.
- Washing hands with soap or washing powder after defecation and before eating meals to prevent hookworm infestation.
- Wearing slippers while going out; especially while going to the fields for passing motion. This will prevent eggs of the hookworm from sticking to the sole of the feet and entering the body through the skin.
- Trimming nails periodically to prevent accumulation of dirt and hookworm eggs under the nails and its ingestion with food.
- Consulting doctor if menstrual flow is very heavy.
- Taking supplementary nourishment is essential if one is sick, or pregnant or while nursing a baby.
- Consulting the doctor if anemia is severe. The person may need iron supplements in the form of iron and folic acid tablets.



Name of the Activity:

**Anemia - 'I am Tired'**

Objective of the Activity:

- To enable the students to know and understand anemia, its causes and treatment.

Expected Outcome:

- ◆ Students recognize lack of blood in the body, consider it as a health problem that needs individual attention and responsibility.
- ◆ Students use skills to take adequate behavioral precautions to prevent anemia and similar bodily ailments.

Time: 60 Minutes

Life Skills Promoted:

**Self-Awareness, Critical Thinking, Problem Solving and Decision Making.**

Techniques Used:

**A situation Description and Directed Group Discussion.**

Material Needed:

Sheet with the situations typed on it, pens and white sheets of paper to write on (See Activity Material - 2.3).

Situation 1:

**'I AM TIRED'**

Rekha, Anita and Jayalaxmi are classmates and good friends studying in standard IX of a village high school.

**Rekha** : Jayalaxmi! Come, let us practice throw ball. The sports competition is about to start and the sports day is two weeks away

**Jayalaxmi** : No Rekha, I can't play. Please don't force me.

**Rekha** : Why, Jayalaxmi what happened?

**Jayalaxmi** : I don't know Rekha; now a days I become very tired and breathless while doing simple work. I told my mother. She says it is just weakness and that it will become OK within some time. She is giving extra milk for that. But I still feel very weak and tired.

**Rekha** : OK Jayalaxmi take rest. I will check with Anita and play with her.

**Rekha** : Anita come let us play throw ball.

**Anita** : Rekha where is our friend Jayalaxmi?

**Rekha** : Jayalaxmi is not well. I am worried about her.

**Anita** : What happened to her? I find her to be very dull and not interested in any activities in the class or school. She was never like this before.

**Rekha** : Do you know Anita; yesterday our Miss scolded her for sleeping in the classroom and for not doing homework assignment. Her mother had come to school and complained to Miss that she does not eat properly and that she gets irritable with everyone in her home for simple reasons. I feel very sad about her. She was not like this before..... Poor girl. She has another problem also. She has been bleeding heavily since she started her periods last year. Now she is not well with this problem of tiredness. I don't know what is going on with her.

**Procedure:**

**Step 1:**

Divide the class into 5 - 7 groups of 10 members each group. Instruct the groups to select a spokesperson to moderate the discussion and note down the discussion points (5 minutes).

**Step 2:**

Ask the students to listen to the situation "**I am Tired**" carefully. Read it aloud to the whole class (10 minutes).

**Step 3:**

Instruct the groups to discuss the following questions and the spokesperson to moderate and note down the main points of the discussions (15 minutes).

**Step 4:**

Ask each group to present their discussions. Note the main points on the black board. If there is a repetition of the ideas do not rewrite them (10 minutes).

**Step 5:**

Summarize... (5 minutes).

**Facilitative Questions:**

1. What are Jayalaxmi's problems?
2. What are the causes for lack of interest, increased sleep, decreased appetite, tiredness, lack of energy and appearing dull and irritable behavior?
3. Do you think Jayalaxmi has anemia?
4. What should Jayalaxmi do to solve her problems?
5. Do you think Jayalaxmi requires a doctor's help?
6. Who usually suffers from anemia?
7. What should a student do to avoid anemia?
8. What skills are needed by a student to prevent anemia?
9. Can poor children prevent anemia in themselves?
10. How can they do that?

**Expected Responses from the Students:**

Jayalaxmi is not eating food properly fearing that she may gain weight. She has heavy bleeding every month which makes her tired, dull, unable to concentrate on studies or work and feel sleepy. Women with many children usually have lack of blood as they cannot eat properly with so many children.

We feel that Jayalaxmi has less energy in her body, does not eat food properly, as she is weak and tired. She also has heavy bleeding during menstruation, which makes her appear dull, pale, sleepy, irritable, and not able to concentrate on studies. She cannot remember whatever she read at home. She is weak and needs good food like chicken, meat and egg.

Jayalaxmi has deficiency of blood in her body. That is why she appears very pale. Anybody can have anemia. We need to wash our hands before eating; eat good food. A student needs knowledge and thinking ability to understand this and put it into practice.

Jayalaxmi should not give importance to being slim and appearing beautiful. She should eat food, which is rich in iron like **papaya, beetroot, carrot, green leafy vegetables, meat, fish, egg, vegetables and ragi**. These food items help to improve haemoglobin in our body. She should consult a doctor; get iron tablets to improve haemoglobin production.

### Summarize...

- Iron deficiency is common in adolescents especially in girls.
- Failure to consume nutritious food; hookworm infestation, heavy bleeding during menstruation, malaria, repeated pregnancies, deliveries and poverty are some of the major reasons for anemia in our country.
- Anemia not only affects health but also social functioning.
- Anemia can be prevented by consuming adequate nutritious food. In addition to this, using simple measures - like washing hands with soap before eating food, wearing slippers while going to the fields to pass motion, trimming the nails regularly and taking iron supplement when necessary, can prevent anemia.
- Critical thinking, decision making and self - awareness are needed by a student to follow the above.

### Reflection at Home by the Student:

- book How pink are my nails?
- book Do any of family members have pale nails or skin?
- book If yes, what can I do about it?

**Theme: HEALTH AND HYGIENE - SLEEP HYGIENE****FACT SHEET:**

Sleep is important for human survival. It plays a central role in everyone's life. Sleep is a natural body function during which we are relatively unconscious and the muscles that we normally control are relaxed. Sleep facilitates relaxation. The result of sleep is relaxation of the nervous system (brain) and the muscles.

Sleep is important for our nervous system (brain) to work properly. Other parts of the body also rest and get rejuvenated.

Too little or much sleep has its impact on our activities and health. Too little sleep leaves us drowsy and impairs our ability to concentrate on work. This leads to poor memory, tiredness and decreased physical performance.

The amount of sleep each individual needs depends on many factors like age;

- Infants generally require about 15 to 16 hours sleep a day.
- Adolescents need about 8 to 9 hours of sleep.
- Adults need about 7 to 8 hours of sleep a night.
- The amount of sleep a person needs also increases if he or she is deprived of sleep the previous night.

Many students experience sleepiness in class and also during study time. The reason could be lack of interest, boring class and lack of sleep the previous night.

Most students do not consider sleep as an important part of the daily routine. They view sleep as something which comes during night automatically.

Students also do not consider that they are responsible for their sleep hygiene and that they can train their brains to sleep and keep awake at a particular time or period.

They do not understand the rejuvenating aspect of sleep and how to use it to their advantage by having regular sleep hygiene.

Sleep hygiene is important for students, that is training the brain to sleep at a specified period only and not while reading or studying.

**Some Do's Before Sleep:**

- Establishing a regular time to go to bed and to get up in the morning and following it even on weekends and during vacations/holidays. The brain is trained by this to slow down activities and help the person to go to sleep during a specific period - Sleep Routine.
- Wearing loose and light clothing while going to bed.
- Choosing a place, which is airy, dark and less noisy.
- Sleeping in the same place.
- Practicing relaxation for half an hour before bedtime is useful.
- Reading something light, meditating and walking leisurely for a short time are all appropriate activities.
- Exercising before dinner. A low point in energy occurs a few hours after exercise; one sleeps more easily at that time. Exercising closer to bedtime, however, may increase alertness.
- Having a cup of warm milk is also helpful.
- Taking a hot water bath 1 - 2 hours before bedtime is good. This alters the body's core temperature rhythm and helps people to fall asleep more easily and more continuously (Taking a bath shortly before bed increases alertness).

**Some Don'ts Before Sleep:**

- ☒ Avoiding beverages with caffeine, such as coffee, soda after 4 PM.
- ☒ Avoid smoking before sleep or when one does not get sleep.
- ☒ Avoiding large meals before sleep time.
- ☒ Avoiding interesting reading or computer games before going to bed.
- ☒ Avoiding violent or scary television shows or movies or reading mystery and horror books that might disturb sleep.
- ☒ Avoiding fluids just before bedtime so that sleep is not disturbed by the need to urinate.
- ☒ Avoiding sleeping in a noisy place; in an uncomfortable place/posture.
- ☒ Avoiding thinking about problems/stress while trying to sleep.
- ☒ Avoiding taking sleeping tablets without doctor's advice.
- ☒ Not forcing one-self to sleep. Getting out of bed and doing something non-stimulating until one feels sleepy is more helpful.



Name of the Activity:

**Sleep Hygiene - Goodnight! Sweet Dreams!!**

Objective of the Activity:

- *To help students understand sleep hygiene and routine.*

Expected Outcome:

- ◆ *Recognizing the importance of taking responsibility for various daily activities like sleep, understanding its relevance and following a certain routine to have positive health.*

Time: 45 Minutes

Life Skills Promoted:

**Self-Awareness and Decision Making.**

Techniques Used:

**Discussion and Brainstorming.**

Materials Needed:

White sheet, pens and photocopies of sleep hygiene tips (See Activity Material - 2.4).

Procedure:

Step 1:

Divide the class into group 5 - 6 groups of 10 - 12 students in each group. Ask each group to select a leader (5 minutes).

Step 2:

Put forward following questions to the groups. Ask the group to discuss among the members (15 minutes).

Step 3:

Ask each group leader to present the summary of their group to the larger class. Note the important points to the class. Write on the board or distribute Sleep Hygiene Tips to students. Ask the students to read the tips and say whether they can be followed or not (15 minutes).

Step 4:

Summarize.... (5 minutes).

Facilitative Questions:

1. What happens if a machine is run throughout the day without a break? What happens to a bike if driven for 24 hours?
2. Keeping the above examples in mind, what happens to a person if he/she does not give adequate rest to the mind by not sleeping properly?
3. Does it disturb his/her physical, psychological and social functioning?
4. Is sleep a problem for students - how - too much/too little?
5. Does lack of sleep interfere with our functioning?
6. How many hours do we need to sleep?

7. What happens if a student does not follow healthy sleeping habits?
8. Is it necessary to maintain fixed timings for sleeping?
9. What are the healthy and unhealthy sleeping habits?
10. How responsible is a student for his/her sleep pattern?

#### Expected Responses from the Students:

The machine or bike will definitely break down. Likewise, inadequate sleep causes irritability, tiredness, sleepiness in the class and sometimes even results in mental health problems.

Any student who sleeps less one night will automatically sleep more the next night. This is natural. So sleep is not a big problem or issue for students.

Only old people are affected by lack of sleep. Adolescents are usually not troubled by lack of sleep.

Most of us have great difficulty in getting up in the mornings as we sleep very late.

Students like us need 10 hours sleep daily.

Excess sleep is a problem in students than lack of sleep. Whenever we try to study we feel sleepy. We feel sleepy even in the class.

Healthy sleeping habits are

- Going to bed early and getting up early - “Early to Bed and Early to Rise”
- Following fixed timings for sleep
- Eating well to get a sound sleep
- Reading a paper or magazines while lying down
- Not thinking of problems or studies

Sometimes students keep awake throughout the night for reading. This is not a healthy habit. The brain needs rest. If we follow this kind of unhealthy habit we will be in trouble. Apart from this, the other unhealthy sleep patterns many students usually follow are,

- Going to bed late
- Watching T.V./playing video games for long hours
- Smoking or eating pan parag before going to bed
- Chatting with friends for many hours at night

#### Summarize...

- ☛ Sleep is an important aspect of our routine; especially for students.
- ☛ Sleep rejuvenates the brain.
- ☛ Lack or too much of sleep can interfere with learning in students.
- ☛ Students can train their brains to sleep at a particular time. This will help in learning well at other times.
- ☛ Discuss healthy and unhealthy sleeping habits.

#### Reflection at Home by the Student:

- ❑ Am I following a regular schedule to go to bed and get up in the morning? - Yes/No
- ❑ Do I follow the same schedule even during weekends and vacation? - Yes/No

# RELATIONSHIP

- ◆ *Gender Roles - Boys will be BOYS!!!*
- ◆ *Boy-Girl Relationship - Romance with Ravi - I Love Ravi Verry Much!!!!!!*
- ◆ *Peer Pressure - Let us ENJOY!!!!*
- ◆ *Peer Pressure - Smoking - You are NOT a MAN!!!!*
- ◆ *Empathy - Do Unto Others...*



**Theme: RELATIONSHIP - GENDER ISSUES****FACT SHEET:**

The term 'sex' means actual biological sex of the individual - male or female - the differences between them in terms of physical features, chromosomes and secondary sexual characteristics. These differences are as follows;

Boys and girls are biologically different - especially in the reproductive system which has been covered in VIII standard in the following activities;

**Sexuality - Understanding Body and Mind and Sexuality - Menstruation (in Girls) Wet Dreams (in Boys).**

**Gender Roles:**

'Gender' unlike 'sex' is a set of behavior, which is determined by the society for males and females. Every culture determines its own appropriate gender rules and roles; hence these vary from society to society and vary from time to time. In almost all the societies, men and women are assigned different roles. They do not perform equal roles or hold equal positions or power. The division of labour is not equal between the males and females.

In most societies/cultures certain Typical Gender Rules have existed.

- A man is superior to woman - he has more rights and privileges than a woman.
- Man is the stronger sex, while woman is the weaker sex.
- Man is the head and breadwinner of a family; he makes decisions for the family; controls money. Woman raises the family, maintains the home, is a mother, wife and sister. She sacrifices her interests for her sons, husband, brothers and other family members of the family.
- Man talks less than a woman.
- Man is logical; woman is emotional.
- Man is protective; woman is caring and nurturing.

As said earlier, all gender roles are defined by societies or cultures, which are changing. Hence the gender roles also can change. Nothing is hard and fast about them. They can be changed once a boy or a girl understands his/her strengths and weaknesses and plan his/her life accordingly. For e.g.;

- Some men are more caring than women. They may be good doctors or nurses or even fathers who care for their children like a mother.
- Women enjoy studying and earning their own money.
- Most of the world famous chefs of big hotels are men.
- Girls can become tough and choose professions like - martial arts, police force, armed forces etc.

**Stereotyped Gender Role Development:**

Boys and girls are treated differently from the time they are born. The process of construction, articulation, and transmission of prescribed gender roles starts right



from the birth of a child and continues to be a part of the socialization of the child into adulthood. The child starts understanding gender roles at a young age when members of the family and community reinforce his or her identity as boy or a girl. As the child grows up, he or she identifies himself or herself with the parents of the same sex. The male child starts internalizing the characteristics of his father and the female child those of her mother.

Throughout their childhood boys and girls receive different messages about the behaviors expected of them. These messages are communicated to them by parents, society, peers and the mass media. The messages communicate that certain behaviors are acceptable for boys not for girls and vice versa. Thus the gender role identity is reinforced through the social learning process. Boys are told not to behave like girls and vice versa. Boys are discouraged from showing emotions and girls from being aggressive. A male child is repeatedly reminded that he is a "boy" and the female child a "girl". Boys learn to be boys and girls to be girls by performing stereotyped gender roles.

### **How Media and Society Propagate Stereotypes of Men and Women:**

Advertisements often create stereotypes of men and women. They project to the society how an ideal man or woman behaves or looks.

- In advertisements (ads), men appear more handsome, muscular, strong, confident, brave, daring, and independent. Women appear pretty, beautiful, sexy, soft, slim, dependent etc.
- In some ads like life insurance and medical policies, women are shown as dependent, inferior, and insecure without a male's physical, emotional and financial help.
- Women and men are used for different types of products. Women are used for detergents, washing aids, food products; men feature in ads of motor vehicles, financial institutions etc.

Gender Stereotypes have worked against the Empowerment of Women and resulted in women being discriminated against.

### **Impact of Gender Discrimination:**

- From conception till the death the girl child is discriminated. She is subjected to feticide and infanticide.
- The girl child is often deprived of basic needs like affection, food, education and career opportunities.
- Gender based violence results in forced abortions and miscarriages, leading to many gynecological problems.
- Violence against women like rape, domestic violence, sexual abuse, marital rapes etc are increasing alarmingly.
- Gender discrimination has made women human beings with less rights, power, ability, identity, self worth and dignity.

Like a man, a woman has equal self-worth, identity and dignity. All human beings are born free with equal rights and dignity.

There is an urgent need to decrease and remove Gender Discrimination at least in adolescents who would become Men and Women of tomorrow.

Parents and teachers play a very important role in removing stereotypical gender roles in children and adolescents.



Name of the Activity:

**Gender Roles - Boys will be BOYS**

Objectives of the Activity:

- To help students understand the stereotypes of being a girl or boy.
- To help them to understand that stereotypes are held by both boys and girls.

Expected Outcome:

- ◆ Students recognize that the ideas about being a girl or boy are not facts or permanent rules.
- ◆ They differ among persons and sexes.
- ◆ They can be changed.
- ◆ Students work towards decreasing gender stereotypes by using and providing equal opportunities for both sexes.
- ◆ Choose friends and partners who share their progressive ideas.

Time: 60 Minutes

Life Skills Promoted:

*Self-Awareness, Empathy, Critical Thinking and Coping with Emotions.*

Techniques Used:

*Introspection, Guided Imagination and Group Discussion.*

Material Needed:

2 colored (blue and pink) KG cardboard - 2 for each group.

Note to the Teacher:

Should be done in a mixed class preferably - both boys and girls should be present.

Procedure:

Step 1:

Divide the class into boys and girls. Divide boys and girls into separate groups of 8 - 10 members using the alphabetical method (all with names starting with a to f in one group, all those with names starting from g to m in the next group and so on). Each group needs to select a leader (5 minutes).

Step 2:

Distribute 2 blue color boards to each boys' group and 2 pink color boards to each girls' group. Instruct the boys' and girls' groups to brainstorm and write as many completion phrases for the phrase

"Because I am a boy I must \_\_\_\_\_ (for boys)

Also ask the girls to complete as many phrases as possible for the initial phrase

"Because I am a girl I must \_\_\_\_\_ (for girls)

Ask the groups to mark the boards as 1 (10 minutes).

**Step 3:**

Now instruct the boys' groups to brainstorm and write as many completions for the phrase for the  
" If I were a girl I could \_\_\_\_\_ (for boys).

Similarly ask girls' groups to write many completion sentences for the phrase

"If I were a boy I could \_\_\_\_\_

Ask the groups to mark these boards as 2 (10 minutes).

**Step 4:**

Instruct the groups to put up the blue boards 1s and pink boards 2s together and the pink boards 1s and the blue boards 2s together. Boards 1 are the real roles of girls (pink color) and boys (blue color). Boards 2 are imagined roles of girls (blue color) and boys (pink color). Encourage the class to go around the boards and read them (10 minutes).

**Step 5:**

Ask the class to sit in their groups and discuss the following questions (10 minutes).

**Step 6:**

Ask the leader to present the discussions of the group to the class. Note on the black board the important points. Do not write the repetitions.

**Step 7 :**

Summarize.... (10 minutes).

**Facilitative Questions:**

1. How easy or difficult was it to do this activity?
2. Which part was more difficult - the first half or the second half and why?
3. How much similar is the role reality of being a boy to the imagined role of a boy. In the same manner how similar is the real role of a girl to the imagined role of a girl?
4. Why do boys/girls think about themselves different from the way the other gender thinks about them?
5. Is this a problem?
6. What can we do to make boys and girls have a better understanding of the opposite gender role?
7. What skills does a boy or girl need to reduce gender bias?

**Expected Responses from the Students:**

Girls must do house work.

Boys must study.

Boys must earn.

Girls must look pretty.

Boys must be tough.

Girls must know cooking.

Girls must be obedient.

Girls must have character.

Girls must get married.

Studies are not important for girls.

Boys cannot cry.

Boys need not do household work.

Girls should be prepared to look after children.

Girls do not have to go to work - It is not important for them.

Boys need not know anything about child - care.

### **Summarize....**

- Major roles of the boys and girls as experienced by them; the way the other gender thinks of them, the reasons for this.
- Point out how society and our upbringing make us feel that something is only for boys/girls and how it affects one's behavior. Why this perception should change. For e.g., both boys and girls should have character, know how to do house work and know how to earn. Boys and girls need empathy, critical thinking and effective communication to reduce gender bias.

### **Reflection at Home by the Student:**

- One opinion of mine of the opposite sex (as today's class showed) was not true - That was \_\_\_\_\_.
- How did I get that opinion - from my parents, or books or movies or my locality?



**Theme: RELATIONSHIPS - BOY - GIRL RELATIONSHIP****FACT SHEET:**

Every person needs relationships with others. The type of relationships and bonds differ at each stage of one's life. It is common for adolescent girls and boys to feel that friendships are more important than relationships with parents and sibs. They are also attracted towards the opposite sex and there is an increase in thoughts and dreams about a specific person of the opposite sex. This is natural and a part of development.



An adolescent boy or girl is often confused about the nature of relationship between himself/herself and another person (opposite sex) and also the outcome of the relationship. Due to this confusion elders often criticize him/her. This makes the adolescent hide information about such relationships from others - even best friends and not take advice.

It is necessary that each adolescent understands various types and nature of relationships he/she can have with a person of opposite sex and what each generally means. They are;

**Friendships** are important at all stages of our lives. They are crucial during teen/adolescent years. Friends are of either sex (often same age and status) with whom one shares experiences and feelings. Friends also play, have fun and participate in activities of common interest. True friendship is usually characterized by a give and take relationship, mutually sharing and self-sacrifice. There is total trust between friends. Such friendships are open and transparent.

There is no hesitation in sharing such friendship information with other friends and parents.

There is clarity in the mind of both the persons about being only friends.

There are no sexual thoughts associated with that person.

**Infatuation/Crush** is when one younger person likes and idolizes a person (of opposite sex) of different status - money, power, education, age etc. Often that person may not reciprocate this fully; for example, a student can have infatuation towards a teacher - the teacher may not love the student but like the student. It is a highly emotional attraction. It includes sexual attraction and sexual feelings. It makes the adolescent happy because the young person believes that he/she is "in love" with the other person and that the other person is also "in love" with him/her (as mentioned in the above e.g.). The young person feels insecure and is often apprehensive of being rejected by the other person with whom he/she is in "love". The infatuation is characterized by total absorption, jealousy, daydreams, loss of appetite, possessiveness, wanting nearness and reassurance.

**Romance** is when one likes a person of opposite sex, feels only positive things about that person without knowing adequately about that person and constantly fantasies rosy things about being together and about the relationship. Often sexual thoughts are associated with that person. Such a relationship is more feeling-based than logic or reality-based. Such relationship is based on focusing only on good times or heroic deeds of the other person; never by totally understanding the strengths and weaknesses of the other person, good and the bad of the situation involved and a reality plan based on how to face stress situations and take support from each other.

**Desire/Lust** (kama) is when one person feels only sexual urges on seeing or thinking of the other person. The relationship is based on physical attraction, not on emotional sharing and bonding.



**Love** is a deep emotional relationship and can be between any two persons. Love need not be only between a boy and a girl - e.g. of such a relationship are maternal love, paternal love, and love between two friends. It is based on total trust and respect after understanding the person totally - both the good and the not so good aspects of the person. It is based on unconditional support. That is why mother's love is the most commonly given example of love. A baby gives both pain and pleasure to the mother. The mother loves the baby for both. Both the persons involved are committed to the relationship. However, it is not possessive and allows each one of them to play other roles and relationships effectively.

In all the above relationships, except in friendship, there is increased eye contact, need to look at the loved or desired person, definite need to be near the person all the time, touch him/her and watch him/her. The following are some of the differences romance and love.

<b>ROMANCE</b>	<b>LOVE</b>
<i>Romance is almost always instantaneous. It blooms quickly.</i>	<i>Love usually develops slowly and grows with time.</i>
<i>Romance stimulates and thrills but it also makes the person insecure. He/she feels miserable, unsure of the commitment when the desired person is not around. So there are often negative emotions in this relationship like jealousy, anger outbursts, impulsive acts etc.</i>	<i>Love is based on security and confidence. There is trust in the relationship even when the loved one is not near. Negative emotions are not due to the relationship - the relationship in fact, helps to deal with negative emotions like depression, lack of self esteem, anger etc.</i>
<i>Since romance is an insecure relationship, jealousy and possessiveness are associated with it. The infatuated person believes, that he/she should be the most important person in the life of the other person. The other person should prove the commitment by extraordinary show of sacrifice and romance. This also could mean excluding other people from relationships. It is a very intense relationship - often called 'being passionate'.</i>	<i>Love is based on trust and respect. It allows the people involved to develop other stable bonds, roles and grow as a person. Passion is not the major emotion of this relationship. Outside criticism does not weaken the attachment. It sharpens it. Misfortune strengthens the bond of love.</i>
<i>Due to insecurity and fear of losing the loved one he/she wants to get married soon without planning or thinking about the future properly. They believe that 'marriage first and planning about future later'. The chance of marital discord is high in a marriage of infatuation/ romance.</i>	<i>Mutual trust and discussions of loving people promote development and planning of various issues. Love, if between opposite sexes, can often lead to a well-discussed and planned marriage.</i>
<i>Romance stems from a desire for self-gratification - the desired person fulfilling an urgent need in the life of the person who is infatuated.</i>	<i>Love is born out of a deep concern for the welfare of the loved one.</i>
<i>Romance is largely a matter of physical/ sexual attraction.</i>	<i>In love, sex may be a part of the larger issue. In many types of love - mother child, sex is not involved.</i>

**Name of the Activity:**

***Boy Girl Relationship - Romance with Ravi - I Love Ravi Verrrrrry Much!!!***

**Objective of the Activity:**

- **To help students understand the difference between love, romance, friendship, companionship, desire, lust and eroticism.**

**Expected Outcome:**

- ◆ **Students use skills of understanding self, emotions, thinking analytically when in any relationship and recognize the nature of the relationship.**
- ◆ **Students use skills to look at the long-term outcome of any relationship and decide on the role of self in it.**
- ◆ **Students recognize that any relationship with another person is ‘emotional in nature’. When the people involved respect each other’s feelings, show concern, love and affection and have commitment to the relationship, it is successful and beneficial.**
- ◆ **Students use skills to make their long-standing relationships into mutually beneficial ones.**

**Time:** 45 Minutes

**Life Skills Promoted:**

***Critical Thinking, Self-Awareness, Decision Making and Coping with Emotions.***

**Techniques Used:**

***Story Telling and Group Discussions.***

**Materials Needed:**

Sheet with the following situation, small pieces of paper, 5 - 7 boxes or baskets (waste paper basket of the class can be used) and a KG cardboard for writing the opinions (See Activity Material - 2.5).

**Situation -1:**

Rupa is a 14-year-old girl studying in VIII standard. She has two younger brothers and one elder sister. Her parents are poor, but are very proud of their family. Father runs a small petty shop and mother helps the father in running the shop.

Rupa is an intelligent girl. Recently Rupa was taken by the school authorities to a music competition where she had the opportunity to meet students - boys and girls from other schools. She made a number of friends there. One of them is Ravi, who is studying in X standard in another school 5 kms. away from her school. Ravi helped Rupa in getting drinking water and also share and eats with her. They have started meeting after school hours. They talk about their friends, T.V. programs etc. They tease each other a lot. Rupa has not spoken about Ravi to her parents or sister. She received a small card from Ravi on her birthday saying that he likes her very much. Rupa was happy to see such a card from Ravi. Whenever she sits to study, her thoughts drift to Ravi.

**Procedure:**

**Step 1:**

Divide the class into 5 - 7 groups of 10 - 12 students in each group. Instruct the groups to select a spokesperson to moderate the discussions, note the main points and present them to the class (5 minutes).

**Step 2:**

Read this situation aloud to the class. Request all the girls and boys of the class to write all single WORDS those come to their mind on hearing this story on a piece of paper and drop into a geometry box placed in the middle of the group by the spokesperson (5 minutes).

**Step 3:**

The spokesperson shuffles the papers. Then takes each one of the paper and reads the words aloud written on the paper to the whole group. Ask the group to discuss the words according to the questions raised below (15 minutes).

**Step 4:**

Direct the spokesperson of each group to present the discussions to the whole class (15 minutes).

**Step 5:**

Summarize... (5 minutes).

**Expected Words from the Students:**

Love, Prema, Romance, Friendship, Attraction, Crush, Jodi, Sight Marneka

Discuss various words and what each means - friendship, romance, desire

**Facilitative Questions:**

1. How can we describe the relationship between Rupa and Ravi?
2. Why is romance more common among teenagers and young people?
3. How can we recognize love, romance, infatuation, desire, lust, and sexual feelings in us towards somebody else?
4. How can we recognize friendship, love, romance, and lust towards us by somebody?
5. Can a girl and a boy be friends - when would somebody else think that they are lovers but not friends?
6. What skills does a girl or a boy need to understand the type of relationship he/she has with another person of opposite sex?
7. What do you think of young people dying and committing suicide for the sake of romance/love?

**Expected Responses from the Students:**

Rupa and Ravi are really in love. Rupa is in deep love because she always thinks of him.

If we are in real love with person we feel like seeing him/her every time, feel like talking to him/her, we feel like kissing and touching.

We can make out other's feeling towards us. If the person is in love he/she gives letter or card to us, makes phone calls to us. We meet in-secret places. In infatuation and lust the person looks at us in a dirty way, talks in double meaning, which makes us feel uncomfortable. In friendship the person does not give any cards or letter or meet in secret places. The person feels comfortable in speaking with us.

It is wrong to love.

Parents always think of 'love' even when a girl or boy simply talks with a person of opposite sex.  
Love marriages are always failures.

Boys are interested only in sex.

It is the parents who put thoughts of 'love' and 'romance' into the minds of the teenagers when they are friendly with the opposite sex.

Controlling teenagers will only make them get into love affairs more and more.

Girls from good families do not fall in love.

### **Summarize...**

- ☛ There are various types of relationships between a boy and girl. Attraction towards opposite sex during adolescence is common and every such relationship cannot be thought of as 'love' and long lasting. The involved boy and girl usually understand the nature of the relationship early - but may refuse to accept the nature of the relationship due to fear of criticism by elders and parents.
- ☛ A girl or a boy needs to think about such relationship, particularly short time and long term effects of such relationships.
- ☛ It is possible for boys and girls to be good friends - such clarity needs to be there in the minds of both the boy and the girl.

### **Reflection at Home by the Student:**

BOOK What are the types of relationships I have had with persons of opposite sex?  
(Could be mother/father or sibling or others also)

Friendship \_\_\_\_\_ Name of the Person

Romance \_\_\_\_\_ Name of the Person

Desire \_\_\_\_\_ Name of the Person

Love \_\_\_\_\_ Name of the Person



**Theme: RELATIONSHIPS - PEER PRESSURE****FACT SHEET:**

Peer groups are friends who belong to more or less the same age. They may be classmates or playmates with whom an adolescent has bonding of some kind. Having friends is one of the most important developmental aspects of being an adolescent and this has a lot of influence on the shaping of the personality of the adolescent. ‘Tell me who your friends are and I will tell who you are’ is an old saying. There are many factors responsible for forming peer groups:

- Being of the same age.
- Having same interests, hobbies, and values.
- Having similar outlook to happenings in life.
- Having fun together and enjoying together.
- Studying or working together.
- Being comfortable in each other’s company.

A peer group has both positive and negative influences on the mental, physical, social and spiritual health of an adolescent. Due to the influence of friends an adolescent can:

- Go to school regularly and participate in school activities.
- Set goals in terms of good academic performance.
- Develop hobbies, which are ‘fun’ ‘in groups’ and ‘achievement based’ like taking up hockey or running, joining school band or National Cadet Corps (NCC), becoming a member of the debate club or garden group etc.
- Develop opinions which later lead to values and goals - ‘should not smoke’, ‘should not copy’, ‘should become a lawyer’ ‘should treat the poor with respect’ etc.
- Become more independent in taking decisions about his/her life.
- Increase his/her self-confidence due to the group acceptance.
- Move towards independence and interdependence (being self-sufficient but always in touch and in a working relationship with kith and kin, both older and younger).

**OR**

- Skip school or classes and go to movies with friends.
- Run away from home with friends.
- Disobey parents, teachers, elders and make unreasonable demands on the parents - for e.g., ‘buy me a motorbike, car’; ‘I did not ask to be born’, ‘my friend has got a camera as a birthday gift, so you have to get me at least Levi jeans’.
- Indulge in high-risk behaviors like smoking, taking drugs and alcohol, early sexual experience, gambling, stealing etc.
- Rag, bully and eve tease juniors, opposite sex or weaker students as a gang.
- Involve in anti-social activities like stealing, destroying public property, rape, murder, gang activities etc.

Whether positive effects or negative effects, the behaviors are usually done due to modeling, sharing of ideas and feelings and peer pressure. Often socially unacceptable behaviors - like ragging, smoking, drinking, stealing are all done under peer pressure. This is because an average girl/boy would have attained a reasonable amount of moral development by adolescence and hence any behavior, which is basically not correct or proper is carried under pressure and later automatically. Both adventurous and high-risk behaviors can be done under the influence of peer pressure. Whenever a behavior is of high-risk, interferes with the rights of an other person and is not based on values which are universal, it needs to be resisted by an adolescent.

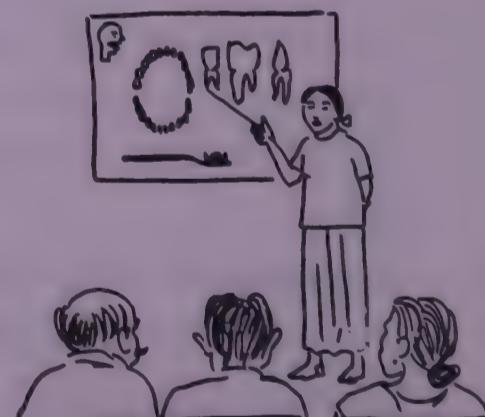
It is very important that adolescents are aware of peer pressure and learn the skill of saying "NO" to friends who persuade them to do things which are not positive in the long run.

#### **How to Handle the Peer Pressure:**

- Adolescents should think about various aspects, issues and decide on a reasonable value system. Value system is not a group of 'preferences' - e.g., 'I like pants, but you want me to wear dhoti'. They are much more to do with issues of 'right and wrong' and depend on one's attitudes, and outlook to life issues over long time.
- Adolescents should know how to make decisions whether a particular act is right or not right on both short and long term basis.
- Adolescents should say 'NO' to peer pressure when he/she thinks that the behavior is definitely not part of the value system of parents, teachers, other known elders and friends who are not part of this group.
- Ability to delay gratification (putting off pleasure) is an important quality, which can help an adolescent to say 'NO' to friends.
- Following 'reversal techniques' like 'pointing out alternatives', 'reversal statement', 'clear statement' are mentioned in VIII standard manual (Peer Pressure - Saying 'NO' to Drugs - Tobacco).

Parents and teachers play a very important role in helping an adolescent to overcome such pressure. Some of the practical suggestions are

- Treating the adolescent as an individual with abilities. Not treating him/her as a small child who needs to be guided and supervised all the time.
- Giving him/her a patience listening on an issue about which there a is difference of opinion.
- Allowing him/her the freedom to discuss the decision taken (not be mistaken with the freedom to act the way he/she wants).
- Helping him/her to arrive at a decisions (pros & cons) and supporting it.
- Trusting him/her.
- Giving privacy.
- Making clear to him/her about the responsibilities at home, school etc.
- Avoiding preaching the adolescent constantly.
- Making it clear what is acceptable and what is not and being consistent about it.
- Being open and friendly with the adolescent.



**Name of the Activity:**

**Peer Pressure - Let Us Enjoy**

**Objectives of the Activity:**

- *To help adolescents think, discuss and understand peer pressure.*
- *To help adolescents understand the impact of indulging in high-risk behavior.*

**Expected Outcome:**

- ◆ *Adolescents realize that one needs to take individual decisions just as one needs to be part of a group.*
- ◆ *Adolescents learn to use analytical and decision making skills to differentiate when to follow friends and when not to follow friends.*
- ◆ *Maintain friendships despite not following everything one's friends insist on and provide the same liberty to one's own friends .*

**Time:** 45 Minutes

**Life Skills Promoted:**

**Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Dealing with Stress, Empathy and Self-Awareness.**

**Techniques Used:**

**Story Telling and Group Discussion.**

**Materials Needed:**

White sheet, pens, pencils and photocopies of the situation (See Activity Material - 2.6).

**Situation - 1:**

**“ I AM SORRY, I DID NOT KNOW”**

Hemantha is the son of a politician. He is the only son of his parents. He is used to wearing expensive clothes to college, spending a lot of money on his friends. He has his own car and smokes the best cigarettes. Friends always like to go out with him as they get the best of everything. Last year Hemantha and his friends decided to celebrate New Year at Goa.

Hemantha and his friends Jayanth, Roshan, and Raju went to Goa and stayed in a hotel. Hemantha had brought alcohol and other injectable drugs to have ‘fun’ on New Year’s Eve. He offered drugs to Roshan, Raju and Jayanth. Jayanth and Raju refused to take drugs and firmly said no to his offer. Hemantha was very upset with them and picked up a big quarrel with them. Both of them were willing to leave the hotel and Goa but refused to have drugs. Roshan initially refused but later agreed to join Hemantha as he promised him a job in Hemantha’s father’s business. Both used one syringe to inject the drug over the next two days. They also visited a set-up where commercial sex workers were available. Both had a good time and felt it was the most memorable day in their lives. Roshan felt very happy and felt that the others were fools to have refused such an offer.

After returning home, few months later Roshan started to fall sick repeatedly. His parents took him to the family doctor. They got to know after investigations that Roshan had developed HIV infection. While talking, Roshan found out that the probable time he could have picked up the infection was with the commercial sex worker or from Hemantha with whom he shared the needle. Roshan was unable to bear the shame and also a future with AIDS, jumped to death from his fifth floor flat.

**Procedure:**

**Step 1:**

Divide the class into 5 - 6 groups of 10 - 12 students (5 minutes).

**Step 2:**

Give all the groups the situation and ask them to discuss the issues. Instruct each group to choose a leader to present discussions (10 minutes).

**Step 3:**

Each group also identifies a small skit in which one group of friends will pressurize another group of friends to do a “fun thing”. The other group of friends/friend should resist the pressure. Suggest that each group takes different subject - smoking, gambling, teasing others, stealing, destroying property, writing obscene language on school bathroom walls etc. The pressurizing group should use all methods/techniques/arguments of pressure and the resisting group/student should use all methods/techniques/arguments of resisting the pressure. Make it clear that touching and pushing are not allowed, the role-play should not involve violence - verbally or physically (10 minutes).

**Step 4:**

Each group to present their discussions on the story by the volunteer. Each group also role-plays the skit of “Handling Peer Pressure” (20 minutes).

**Step 5:**

Summarize.... (5 minutes).

**Facilitative Questions:**

1. Is the story of Hemantha and Roshan common?
2. What skills did Hemantha need to convince Roshan to take drugs and indulge in sex?
3. What skills did Roshan lack?
4. What skills did Raju and Jayanth have to say ‘NO’ to Hemantha?
5. What skills did Roshan need to face the stress of having HIV infection?
6. What are the common activities for which students have pressure to follow others or friends?
7. What techniques/skills does an average student need to avoid such pressures from friends?

**Expected Responses from the Students:**

It is good to go out and enjoy with friends. But one should not indulge in high-risk activities like taking drugs and visiting commercial sex workers.

Most adolescents think that enjoyment means taking drugs, alcohol and having sex or spending a lot of money on dress, food.

There are many ways to celebrate New Year. They could have had cold drinks, juice, danced and played fun games.

Roshan should have refused firmly when his friend offered him drugs and invited him to visit a brothel home.

Roshan should have followed other friends' decision.

Roshan needed help and support from his friends, parents and doctors.

Students need conviction to say 'No' to pressure from friends. They also need family support to be firm.

One should keep away from bad friends. Skill of selecting friends is important.

Playing billiards and bowling are also becoming fashionable in cities.

Girls spend a lot of money on dresses. They want to appear smart in front of boys and also better than other girls.

#### **Summarize....**

- ☛ Peer pressure is one of the reasons for indulging in high-risk behavior and other unwanted behaviors among adolescents. Students need to be aware of this.
- ☛ One needs to have a basic value system of 'what is acceptable and unacceptable behavior'. Most students are aware of what is right and wrong in keeping with his/her family, culture, and larger society. Any behavior, which is 'fun' but is 'high-risk' and 'unwanted', needs to be recognized by the student. Self-awareness and critical thinking are needed for this. Decision making is necessary to be very firm and assertion to say 'NO' to friends for such pressure. One needs communication skills to do this without breaking one's relationship with friends. 'Friendship' does not mean giving up 'Individuality'.

- ☛ Students often should learn to postpone pleasure and also say 'NO' to high-risk behaviors.

#### **Reflection at Home by the Student:**

- ☛ Tell your brother, sister or mother to pressurize you for some unimportant action - having more rice, sleeping on the bed - you practice to say 'NO' in various ways politely. Being polite is as important as saying 'NO'.



**Theme: RELATIONSHIPS - ASSERTIVE TRAINING - SMOKING****FACT SHEET:**

Smoking is one of the important high risk behaviors for which adolescents need to develop assertive skills when they are in their teens. There are other behaviors also especially those which give pleasure and are done in company, for which students need to be analytical and assertive. Here we will discuss assertion with smoking as an example.



Smoking is considered a status symbol and a sign of strength/facing challenge among adolescents. Most of the adolescents get into this habit around the teenage years and gradually become addicted to it. There are number of factors

that predispose young people to smoking. These include:

Peer pressure

Availability and easy access to cigarettes/beedies

A positive attitude towards smoking

Role modeling after parents, friends

Modeling by famous personalities through advertisements.

Promotion of smoking by advertisements

Promotion of smoking as being 'relaxing' by tobacco companies

High levels of social acceptability

Personality problems etc.

Research however has shown that there is a strong and direct relation between cigarette smoking and ill health. The consequences of smoking are:

- Cigarette smoking is associated with an increased incidence of respiratory infections. Typical respiratory problems of smokers include chronic bronchitis and emphysema. Smokers suffer from chronic cough, sputum production, breathlessness and poor stamina.
- Research has established the relationship between chronic smoking and lung cancer beyond doubt. Smokers are prone to other types of cancers also - oral, larynx, esophagus and urinary bladder.
- Smokers are more prone to gastric and duodenal ulcers than non-smokers.
- Smokers are prone to a variety of diseases related to heart and blood vessels - high cholesterol, heart attacks, blocking of blood vessels in the legs and hands leading to severe pain etc.
- Smoking during pregnancy may affect the fetus adversely. Maternal smoking is related to a high incidence of early fetal and neonatal deaths.
- Passive smoking - smoking the exhaled tobacco fumes of others is also known to affect health.

Recognizing the enormous ill effects of tobacco, there are movements in the Western countries to help adolescents keep away from smoking, give up smoking and also to prevent buying, selling of cigarettes and smoking in public places.

Hence most of the tobacco companies of the world are now targeting adolescents of the developing countries to use cigarettes and other forms of tobacco. The law still lacks in these countries and there are no large movements to ban smoking.

**Adolescents need Assertive Skills to say 'NO' to smoking despite pressure and propaganda. Here 'Not Smoking' is seen as 'Born Right' and hence the term Assertive Skill.**

Assertiveness is the ability to express one's decisions, opinions, beliefs or rights clearly and firmly without violating the rights of others. It involves not feeling anxious about having to tell people what is important to oneself. Communication, which is based on the expression of thoughts and feelings, is very important. Many young people lack assertiveness due to low self-esteem, fear of rejection, inadequacy, lack of self-awareness, personality difficulties and guilt.



#### **How to help Adolescents develop Assertive Skills - Role of Teachers:**

Teachers play an important role in educating about the adverse impact of smoking on health and teaching assertive skills to adolescents.

Assertiveness training is an educational experience, which protects one's own rights and promotes self-confidence. It helps to analyze problematic situations and offers techniques for the development of more effective behavior. There are different ways like behavioral rehearsal, modeling or role-playing by which one can become more assertive. The main aim of assertive skills training is,

- To make individuals think what they want, express their real feelings and decisions appropriately and clearly.
- To realize the difference between passive, assertive, and aggressive behavior.

#### **Smoking and Assertive Training:**

Following are some of the statements frequently used to pressurize youngsters to smoke:

- “Come on. Don't be scared”
- “Just smoke once. Nothing will happen”
- “Once in a while it's Ok”
- “Don't act like a Amul Baby.....”
- “Are you a small Bachha?”
- “Don't be scared like a mouse Try it. You do not know what you are missing”
- “Come on. Be cool. Don't be serious”
- “Your mum does not get to know”
- “I thought you are a cool boy. You are just a big baby. Only real men smoke”
- “Don't tell anyone. Its our secret”
- “If you do not smoke, I am not your friend”
- “You're missing something great in your life. Don't be stupid”
- “Come on. We will enjoy. Nothing will happen”

### **Assertive Skills:**

Some of the voice messages and body messages that support an Assertive Manner are,

- Using of appropriate facial expression, a firm tone and volume of voice and appropriate hand gestures.
- Maintaining an eye-to-eye contact with the other person. Avoid looking down or somewhere else.
- Maintaining a posture that communicates confidence. This includes standing with head erect and arms relaxed at the side. Avoid fidgeting with hands
- Using 'I Statements' over 'You Statements' like



#### **I Statements:**

- "I think."
- "I feel..."
- "What I feel about..."

#### **You Statements:**

- "You make me get hurt..."
- "You are at fault..."
- "You should not..."

- Avoiding blaming others.
- Avoiding giving explanation for one's own decisions.
- Practicing to accept and give compliments.
- Avoiding interfering with the rights of others – this is not assertion - but aggression.

Name of the Activity:

*Assertive Training - You Are Not a Man!!!!!!*

Objective of the Activity:

- To help students handle peer pressure by being assertive, using tobacco smoking as the issue.

Expected Outcome:

- ◆ Students learn to critically evaluate every situation, which puts them under 'pressure', take appropriate decisions and communicate them in an effective way thereby improving self-esteem.
- ◆ Students understand that being assertive is essential to avoid high-risk behavior and health hazards.

Time: 60 Minutes

Life Skills Promoted:

*Critical Thinking, Decision Making, Problem Solving, Communication Skills, Interpersonal Relationship and Coping with Stress.*

Techniques Used:

*Role-Play and Group Discussion.*

Materials Needed:

White sheet, pens to write with and large space to perform role-play.



**Situation:**

Paramesh, Rajendra, Kumar and Prasanna are close friends. Paramesh and Prasanna are smokers and want their friends also to smoke. One day during lunch break, Paramesh offers a cigarette to Rajendra and Kumar. Prasanna teases and forces them to smoke reassuring that nothing will happen to them.

Rajendra agrees to his offer thinking that Paramesh will feel bad if he refuses.

Kumar said strictly 'NO' to his request saying that.....

**Note to the Teacher:**

**Ask each group to quickly take an issue like smoking and do a small role-play of 3 minutes where assertive skills are shown.**

**Procedure:**

**Step 1:**

Divide the class into 6 - 8 groups of 8 - 10 students in each group. Ask each group to select a leader for moderation (5 minutes).

**Step 2:**

Invite groups 1 and 2 near the table. Introduce the situation to them. Ask them to discuss and enact the role-play using their own dialogues and volunteers. So there will be 2 role-plays - Group 1 and 2 (15 minutes).

**Step 3:**

Ask all other groups to observe and discuss the role play and make points. The discussion questions below could be helpful for the discussion (15 minutes).

**Step 4:**

Ask each group leader to present the group's opinion (10 minutes).

**Step 5:**

Summarize...(5 minutes).

**Facilitative Questions:**

1. . . How was it to play the activity?
2. Is this kind of situation common in the school?
3. What techniques did Paramesh and Prasanna use to make their friends smoke?
4. What is the difference between Rajendra and Kumar in their skills?
5. How can one show he/she is assertive by behavior?
6. Is it the same as being aggressive?
7. Are there other areas where students need to be assertive?

**Expected Responses from the Students:**

We had fun in playing the drama. We enjoyed it.

Paramesh used threats, reassurance, teasing to make his friends comply.

Rajendra was under pressure and agreed to smoke due to fear of breaking the relationship. He put Rajendra's needs before his decision. He was not assertive.

Kumar was very firm and conveyed his decision. He did not hesitate about breaking his relationship. He was assertive.

One can show assertion by being firm, speaking loudly, disturbing the class, making fun of teachers, quarreling etc.

One needs to be very assertive and firm about one's decision.

By being assertive sometimes we can lose friends, face the anger of teachers etc.

Drinking, bunking classes, stealing, teasing girls, copying in exams, striking against management, writing love letters are some of the other areas where students are under pressure and need assertive skills.

Aggression and assertion are the same.

**Summarize...**

- ☛ Many youngsters face situations where they are under pressure from friends and society to follow a certain type of behavior.
- ☛ Smoking is an important example. Students need to get information about the advantages and disadvantages of smoking - why it is being promoted so much; its effects on their health; come to a clear decision and communicate their decision whenever necessary.
- ☛ Assertive skills are necessary for such issues. Holding one's rights and communicating it is assertion. It is different from aggression where other's rights are not recognized.
- ☛ Assertive skills can be practiced and later used in real life.

**Reflection at Home by the Student:**

- ❑ Am I strong enough to say 'NO' if my best friend offers/forces/suggests that 'I smoke cigarette' or 'cut class and go with him/her for a movie'? - Yes/No
- ❑ Am I usually assertive? Yes/No
- ❑ Am I aggressive? Yes/No
- ❑ Should I always think about a situation and act? Yes/No

**Theme: RELATIONSHIPS - EMPATHY****FACT SHEET:**

Empathy means understanding what it means to be in someone else's shoes. Empathy means fully realizing other person's ideas, attitudes, feelings, behavior and accepting them though one may not agree with them. It is a very mature skill. Empathy is essential for us to relate with people, be supportive and maintain a sense of harmony with others even when they are different from us. Lack of empathy leads to intolerance and several difficulties like bias, prejudice, discrimination, intentional hurt, violence and terrorism.

Let us consider an example of lack of empathy resulting in problems at school or at home. A boy who stammers while speaking, or a boy who has squint or some one who suffers from physical disability is made fun of, and even called names. While this behavior brings joy or fun to one, it brings significant distress to the other. The disabled person experiences discrimination, marginalization and isolation for no fault of his/her. Continued discrimination due to disability decreases his self-confidence and esteem. This often elicits undesirable behaviors like violence, breaking law etc. Who is responsible for this situation - the disabled person or the person who taunted him repeatedly?

Empathy, therefore, humanizes relationships and helps to accept those who are different. Some of our biases and intolerance towards people who have HIV/AIDS, people who have homosexual preferences, people who are illiterate, and people who belong to a different religion or caste are some examples of lack of empathy. Anybody who experiences empathy in interpersonal or social contexts will not feel discriminated or isolated.



Empathic skills make us better human beings; make us feel responsible and help us to free society of several evils like discrimination by language, gender, caste, religion and region. It recognizes the rights of each person in pursuing his/her ideology without violating other's rights. Hence, it promotes equity and ensures uniform participation of all people including the disabled and disadvantaged persons in our society. Intolerance and lack of empathy promote isolation, dissatisfaction, anger and violence in an already violent society. Empathy is an important quality we need urgently in the current times. Practice of empathy promotes peace, harmony, restores dignity and self-respect for disadvantaged and discriminated sections of our society.

Name of the Activity:**Empathy - Do Unto Others...**Objectives of the Activity:

- To facilitate understanding among students - that it is easy to prescribe for others but difficult to practice one-self.
- To facilitate an understanding that we often lack empathy and hence there is gap between prescription and practice.

Expected Outcome:

- ◆ Students recognize the rights and dignity of others who are different - e.g. disabled, those practicing a different religion.
- ◆ Students decrease discrimination in society by developing empathic skills.

Time: 65 MinutesLife Skills Promoted:**Empathy, Effective Communication, Interpersonal Relationship and Self-Awareness.**Techniques Used:**Role - play, Sharing of Experiences and Group Discussions.**Materials Needed:

White sheet and pen/pencil.

Procedure:Step 1:

Divide the class into 6 - 8 groups of 10 students each. Each group should have even number of students. Ask each group to select a spokesperson. Also ask each student to select the next person as a partner (5 minutes).

Step 2:

Instruct each student of a pair to think and write down on a piece of paper an activity that he/she would want his/her partner to perform within 1 minute in front of the class. Ask the student to write the partner's name at the top of the paper and his/her name at the bottom of the paper. Encourage students not to discuss the activities with others or partners. Ask the leader to collect the papers from his/her group members (5 minutes).

Examples of some Activities:

Touching the nose with the tip of the tongue.

Swimming on the floor for 1 minute.

Jumping like a frog for a minute and so on.

Umesh  
**Touch your left ear with your right great toe**  
 Suresh

Note: Students can write any type of activity.

**Step 3:**

Ask the leader to open all the slip of papers. Read out the name of the person who should carry out the activity and also the activity(activity not be done at this time of the period) (10 minutes).

**Step 4:**

Tell the group that you are going to change the rules which has to be accepted by every participant. Those who do not consent for this should be left out and those who consent should be selected. Ask the leader to make the student who wrote the activity for his/her partner to do it himself/herself. Activity to be carried out at this juncture. All the participants will be surprised by this, but will carry it out (15 minutes).

**Step 5:**

After having completed this activity, thank the students for their co-operation. Ask each group to discuss the following discussion questions. Leader to note the points (15 minutes).

**Step 6:**

Ask the group leaders to present salient points to the class. You note them on the board (10 minutes).

**Step 7:**

Summarize.... (5 minutes).

**Facilitative Questions:**

1. How did you feel doing the activity, which you wrote for your partner without understanding his/her feelings, emotions and ability?
2. Why did some students choose not to participate when rules were changed?
3. What did you learn from this game in the context of
  - Making fun of a boy who is handicapped or a boy/girl who stammers or a boy/girl with a squint or a boy/girl etc.
  - Making fun of teachers in the class room
  - Demanding that parents/friends help us without realizing whether they will be able to do so
  - Showing wrong way to the blind man while walking along a street/or making fun of him
4. What happens to people who are in some way treated badly by others without compassion?
5. Is it possible for a student to develop this skill of understanding other's feelings and respecting them?

**Expected Responses from the Students:**

We have learnt several important lessons that can be used in our day-to-day lives. This game was a great teacher and indeed it was an eye opener.

Most of us wrote very difficult activities for the other persons to do without realizing how he or she will feel about doing it. We realize this clearly when we had to do it ourselves.

Most often, we make demands on our parents, friends or others and we do not realize how they feel about fulfilling our demands. If we do not get whatever we asked for we automatically get upset. After playing this game we learnt clearly how they might be feeling. This will give rise to a lot of discussion; think whether the demands are reasonable; make those which are acceptable/possible for them to comply with.

We were making fun of people who were stammering, limping and those with eye defects. We hardly realized how they feel and how much it hurts.

This game has taught us that others also have feelings like us. If we find something difficult, it is equally difficult for the other person. When we tease somebody else, we need to understand the hurt that person will feel.

We often make laws for others without thinking whether it is possible for them to follow. When they are applied to us, we cry 'foul'?

Often we make fun of teachers in the class/throw paper at them. After this game we realized how our teacher would feel. We decided not to participate or encourage students in such activities in the class.

#### **Summarize...**

- ☛ Empathy is a very important skill. Each one of us should possess it.
- ☛ Problems like bias, prejudice, discrimination, intolerance and violence can decrease with empathy as it respects the rights of others even if they are different.
- ☛ Adequate empathic skills make us better human beings by improving interpersonal relationships and also to value other's opinion.

#### **Reflection at Home by the Student:**

- ❑ Do I make fun of others without understanding their feelings. - Yes/No
- ❑ Today's LSE class helped me to understand
  1. \_\_\_\_\_
  2. \_\_\_\_\_

# **SELF-AWARENESS**

- ◆ *Appearance - Meri Khubsurathi Ka Rastha - Gori Plus Goro Plus!!!!!!*
- ◆ *Sensation Seeking Behavior - Streets and Alleys*
- ◆ *High-Risk Behavior - Living Life King Size*
- ◆ *Facing Changes and Problems - Changing Views*



**Theme: SELF - AWARENESS - APPEARANCE - PIMPLES****FACT SHEET:**

Appearance is an important aspect for teenagers/adolescents. Looking beautiful and handsome is a 'must' and hence they spend many of their waking hours grooming themselves and doing things to improve their appearance.



The cosmetic industry is a lot dependent on the teenager's need to appear smart and good looking. It introduces many products with a guarantee to improve color of the skin, height, shape of the body, hair, teeth and nails on which the adolescents concentrate to improve their appearance. Some of them cannot be changed - color of the skin, height, being fat. Some can be changed - teeth, which are protruding, thick glasses, facial hair for girls etc.

'Acne' commonly called 'Pimple' starts during puberty. Adolescents develop acne because of hormonal changes during puberty. Body starts to produce an increased amount of male hormones (androgen-both in girls and boys), which stimulates the sebaceous glands of the skin to produce more sebum (oil). When there is too much sebum-oil, it clogs the pores and leads to eruption of acne on the skin especially on the face. Male hormones are more responsible for acne than female hormones - but girls by their excessive concern, bring it to the notice of others like parents, beauticians and doctors more often.

Sebum is the skin's natural lubricant and softener. Under normal circumstances, the skin undergoes a process of renewal without any trouble-new cells replace the dead ones, and the sebum travels up the hair follicle, bringing dead cells to be disposed off on the surface of the skin. However, during puberty, the hormones cause excessive sebum production and dead cells are shed more quickly resulting in acne. Infection and pus formation is one of the commonest outcomes in acne as it is rich in oil and the skin is rich in bacteria. When an infected acne heals it produces scarring and leaves marks and dark stains. It is important to see that the pimples, even if they appear do not get infected.

Adolescents with an oily skin develop acne more often than those with less oily skin. Acne is also specific to a person.

Research has shown that eating/avoiding oily food, chocolates and sweets do not affect acne.

Acne does not mean that the boy/girl has more sexual thoughts or desire.

Practices, like using early morning saliva on the acne are not effective in controlling it.

Acne, in large numbers on the face, makes teenagers feel embarrassed and worried about their appearance. Teenagers worry about the marks after the acne subsides, leading to blemishes. Girls tend to get acne at a younger age than boys and it sometimes worsens during menstrual cycles or just before a monthly period. They are also concerned much more than the boys regarding the acne.

In the modern days, with an emphasis on being beautiful and fashionable, acne is considered a 'big threat' to appearance and confidence. Lakhs and crores of rupees are spent in promoting cosmetic products to reduce acne and prevent blemishes.

For most people, acne subsides almost completely by the time they are out of their teens. Acne often influence adolescents' opinion of self and self-esteem. A teacher who deals with adolescent students need to be sensitive to the issue of appearance and acne. He/she can play an important role in giving adequate information on how acne develops in teenagers. The teacher should also clarify certain myths related to acne/pimples and help them to prevent infections. Such a sensitive teacher would be considered a friend and guide by the students rather than a teacher who ridicules adolescents' concern about appearance.

### Dealing with Pimples:

#### Do's

- Washing face 2 or 3 times daily with a mild soap and wiping with a clean towel.
- Cutting nails short so that the nails do not injure the pimples and result in infection.
- Keeping the face free of oil, make-up, face powder and creams.
- Keeping the hair clean so that dandruff from the scalp does not lead to pimples.
- Washing pillow covers and bed sheets frequently to avoid sleeping on built up dirt or dead skin cells.
- Consulting a dermatologist if the teenager has a severe attack of acne.
- Discussing with other students who also have acne but are able to face it easily as being part of adolescence.
- Recognizing other aspects of SELF which provide beauty and confidence - e.g., 'I am tall', 'Have good hair', 'I am witty', 'I am caring' etc.
- Having a Positive Attitude Towards SELF - pimples or no pimples.



#### Don'ts

- Washing excessively with a costly or much advertised soap, which makes skin dry and irritable.
- Applying cosmetic creams, gels, powder shown on T.V. or in magazines.
- Touching and squeezing the pimples.
- Using hormones and surgery to deal with pimples especially when a dermatologist does not advise it.
- Avoiding going out and being in company - feeling very sensitive about the presence of acne.

Name of the Activity:

***Appearance - Pimples - Meri Khubsurathi Ka Rastha - Gori Plus Goro Plus!!!!***

Objectives of the Activity:

- *To impart information on acne/pimples.*
- *To clarify myths relating to acne or pimples.*

Expected Outcome:

- ◆ *Students recognize puberty with multiple developments. One of them is being self conscious about appearance.*
- ◆ *Deal with the stress of having pimples and accept it as one of the aspects of adolescence.*
- ◆ *Students also use skills to take care of their acne in a practical and scientific manner.*
- ◆ *Being aware of acne and other physical aspects of appearance but not allowing it to affect self-confidence and self-image.*
- ◆ *Using qualities like being caring, disciplined, intelligent, witty and also to build self-esteem.*

Time: 45 Minutes

Life Skills Promoted:

***Self-Awareness, Coping with Stress, Critical Thinking and Coping with Emotions.***

Technique Used:

***Group Discussion of Vignettes.***

Materials Needed:

White sheets, pens and photocopies of the vignettes given below as letters to the magazine doctor from adolescents (See Activity Material - 2.7).

## **TEENAGE COLUMN IN A FASHION MAGAZINE**

### **Letters to the Magazine Doctor from Teenagers**

#### **1. Letter from Niveditha**

Dear Doctor, let me introduce myself to you. I am Niveditha, 14 years old studying in VI standard. I am worried about my face. From the past 1 year small pimples have started appearing on my face. My friends told me that I eat more oily foods because of which I have pimples on my face. I have stopped eating oily food items but still have pimples. I also see ads on the T.V. which say eating potato chips can cause pimples. Doctor, tell me what should I do. I also want to make my skin fairer. What should I do for this?

#### **2. Letter from Tara**

Dear Doctor, please help me. I have too many pimples on my face. My friends laugh at me saying that I think more about sex because of which I have pimples on my face. I do not think of boys. How is it that I have so many pimples? They are also painful at times.

I feel very shy to go to school. I want to know what causes pimples and how to get rid of this problem.

### 3. Letter from Alice

Doctor, I have small pimples on my face, neck, shoulders, upper back and chest. I wash my face 4 to 5 times with soap. I have severe itching and feel like scratching my face often. I have applied various creams like Far and Lonely, Goro Plus, Samami Ayurvedic Cream etc. and my friends told me to take internal medicines (Ayurvedic ones) to purify my blood. I tried all these but there is no improvement. In spite of using Never Marks cream the pimples leave black spots on my face and forehead. My mother told me to stop applying anything to my face. She told me to not to prick or squeeze the pimples as it leaves a scar mark on my face and it increases pimples on my face. She also tells me that a fat girl like me will always have acne. Doctor, please suggest what I should do to decrease weight and get rid of the pimple marks? Should I consult a Doctor? What kind of a Doctor should I consult?

### 4. Letter from Aaron

Dear Doctor, I am a 15 years old student in IX Standard. I want to become a model in future. The only block to this are the pimples on my face. My friends make fun of me saying that pimples are more common among girls and I am girlish - so I get more pimples. I read in a magazine recently that some very expensive treatment electro-curetting can be used to get rid of the pimples. Can you advise me whom to consult for this treatment? Am I getting more pimples because I have more female hormones? Can I use male hormones to decrease the pimples and also to develop muscles?

#### **Procedure:**

##### **Step 1:**

Divide the class into 5 - 6 groups of 10 - 12 students with a nominated leader in each group (5 minutes).

##### **Step 2:**

Provide each group with the 4 vignettes of letters to the magazine doctor. Ask each of the group to discuss and respond to the questions raised below (15 minutes).

##### **Step 3:**

Ask each group's spokesperson to present the summary of their group discussions to the larger class. Note down the salient points of each presentation on the blackboard (10 minutes).

##### **Step 4:**

Summarize.... (10 minutes).

##### **Step 5:**

Write on the other half of the black board the Do's and Don'ts of dealing with pimples.

#### **Facilitative Questions:**

1. Is acne a common problem among the teenagers like Niveditha, Tara, Alice and Aaron?
2. According to you, why do adolescents get acne or pimples?
3. How to take care of acne? Are there any 'Do's and Don'ts'?
4. How effective are the creams, soaps and surgery in curing or preventing acne?
5. Are adolescents with no pimples and looking beautiful or handsome more confident than those with pimples?
6. What can a teenager do if he/she is very self - conscious about his/her pimples?
7. What are the other aspects of appearance which we teenagers are especially worried about ?
8. Other than appearance what qualities can improve our self - esteem?

**Expected Responses from the Students:**

Most adolescents start developing pimples at the age of 10 years.

This is common among growing girls and boys also.

One need not worry much about it.

My group concluded that eating plenty of oily stuff, chocolates leads to pimples. My friend told me that thinking of sex is the cause for pimples.

My grand mother and mother said that impure blood causes acne/pimples and give me milk mixed with pinch of turmeric.

Nobody said correctly causes for pimples. According to us eating oil foods, dirt in the skin causes small pimples on face. Applying cream shown on T.V. helps to reduce pimples. Most of our friends apply creams shown in T.V.

Using an expensive soaps and creams can prevent pimples.

Rich people can remove the marks and also fat with the help of an operation.

They also use modern methods - like electrolysis, hormones etc.

Pimples alone cannot reduce self-confidence of a student.

Girls worry about being dark, having hair on the face, being very tall or using spectacles.

Being short, skinny, no moustache worry boys.

It is wrong to worry about appearance - Beauty is only skin deep.

**Summarize...**

- Adolescents get acne because of the hormonal changes during puberty.
- Hormone (androgen) affects oil glands in the skin, face, shoulders and neck. It makes the glands - sebaceous gland produce more sebum (oil). Bacteria on the skin make this oil thicken so that pores become blocked, resulting in pimples, blackheads and cysts.
- It worsens just before periods for girls. It is normal and not due to bad blood.
- Keeping our skin clean helps in preventing the spread of infection to other parts and reduces scars on face.
- Adolescents should make attempts to improve appearance by correcting posture, walking, way of talking and dressing neatly. Focusing and worrying about facts, which cannot be changed will decrease self-esteem.

**Reflection at Home by the Student:**

 I have a problem with Acne \_\_\_\_\_ Yes/No

 If Yes - I am worried about acne affecting my appearance a lot \_\_\_\_\_ Yes/No

 Anything else which is affecting my appearance \_\_\_\_\_

 How am I dealing with it?



## Theme: SELF-AWARENESS - SENSATION SEEKING BEHAVIOR

### FACT SHEET:

Adolescence is a period of rapid physical, and emotional growth. In addition to the emotional development and hormonal changes, adolescence is also a period of intense emotions. They are 'high in the clouds' or 'down in the doldrums'. Love, jealousy, anger, fear are all experienced very intensely in adolescence. The adolescent constantly wants to experiment, have fun to experience intense emotions. 'Having thrill' or having 'great fun' are very important to adolescents. Doing activities repeatedly, which give intense pleasure (or even pain) even for short periods is common in adolescents. 'Sensation Seeking Behavior' is the term used for this aspect of adolescents.

If an adolescent does not understand the susceptibility to intense emotions, it results in doing activities which gives a 'thrill' but are injurious to one's health, growth and development.

Cigarette smoking, drinking, using drugs, rash driving, excessive masturbation, involving in sex with multiple partners before marriage or stable partnership and gambling, are all examples of such activities. In modern times, more and more activities are being added to the 'sensation seeking' list - excessive buying of things to eat or wear (dresses, shoes), excessive spending of money, playing lottery or gambling, indulging in violence to feel good, running away from home to escape correction are other examples of 'sensation seeking behaviors'.




It is not wrong to seek pleasure. But the adolescent needs to know the kind of activities which give a quick high (only feelings are involved) but are very short lasting, leave a feeling of wanting more but do not increase a sense of self-worth or esteem. There is no thinking involved in the whole activity or effort from the adolescent to make that 'high' happen. They are based on 'needs'. Society, cognizant of the nature of these activities, have certain reasonable values or rules attached to them. Most adolescents are aware of them. Indulging in these activities repeatedly without paying heed to the restrictions implied would result in a 'life-style' which is pleasure based and not self-worth or self-respect based.

Delaying Gratification is an important skill, which an adolescent should have to avoid indulging in such quick pleasure giving activities. They should also involve in activities which give 'pleasure' and 'high' due to one's efforts and hard-work e.g. hobbies, social work etc.

Name of the Activity:

*Sensation Seeking Behavior - Streets and Alleys*

Objectives of the Activity:

- To play an activity which is constantly changing and hence causes high excitement/sensation.
- To understand the advantages and disadvantages of a high thrill activity.
- To compare the activity to other activities of students which are sensational and their consequences.

Expected Outcome:

- ◆ To help young people understand their vulnerability to high-risk behaviors, thrills associated with them and consequent dangers.
- ◆ To help them take responsibility for their lives by reducing high-risk behaviors.
- ◆ To help them understand the need to respect law, follow rules and respect the rights of others.

Time: 50 Minutes

Life Skills Promoted:

*Self-Awareness, Coping with Emotions, Critical Thinking, Decision Making and Creative Thinking.*

Techniques Used:

*Games and Group Discussion.*

Material Needed:

A large empty classroom or an open field.

Procedure:

Step 1:

Divide the class in 2 or 3 groups of 40 each by calling 1, 2, 3. Group all 1s into group A and group all 2s into group B and so on (5 minutes). Each group will play the game separately.

Step 2:

Divide all the students of group A, except for three students, into parallel rows. The number of rows and number of students in each row must be approximately the same - e.g., 6 students in each row and totally 6 parallel rows. Players stand far apart so that there is one arm's length distance between a player and the next player sideways, forwards and backwards. One of the three students is the Chaser, another is the Runner and the third is the Caller. The Caller shouts two commands only 'Front' and 'Right Side'.

Step 3:

At the command 'Front' the players face the front with arms stretched out in the front just touching the student's shoulder in the front and forming a series of streets.

**Step 4:**

At the command 'Right Side' all the rows make a quarter turn to the right and all face sideways touching the shoulder of the players who were originally in the right side row. This makes new "Alleys" As the caller switches back and forth between 'Front' and 'Right Side' (in any order) the aisles shift between streets and alleys.

**Step 5:**

Now instruct the runner and the chaser to run up and down streets and alleys that are continually changing directions according to caller's commands. Neither Runner nor Chaser can cut through the hands of the players to catch or escape. When the Chaser finally catches the Runner, its time to let three more players take a turn (20 minutes).

**Step 6:**

After the game instruct the groups to discuss the game and the skills involved in playing the game. Each group volunteer presents the discussions of the group.

**Step 7:**

Summarize.... (5 minutes).

**Facilitative Questions:**

1. How was it to do the activity?
2. What abilities were needed by the players and chasers to play this activity?
3. What precautions needed to be taken?
4. What activities in the daily life of an adolescent are similar to this activity?
5. What skills should an adolescent have to deal with these activities?
6. Why do teenagers want to have lots of fun and action?

**Expected Responses from the Students:**

**Group 1:**

Anup was the leader of group one and he had the following points:

- The game was very good, enjoyable and exciting.
- Being attentive to instructions of the caller, following the rules correctly, concentrating on the game helps the runner to keep away from the chaser, go through the streets and alleys successfully without harming self and others.
- Being excited, restless, over confident, clumsy and rash result in injuries and accidents.
- All the participants should work in a co-ordinated manner to keep the alleys and streets free of obstacles to help the players move up and down. The game showed us a co-operative exercise and the skills of co-operation with others to successfully play it.
- Speeding on the roads, not following rules, using weapons and firearms without precaution, can lead to bad consequences.

**Group 2:**

Jayanthi was the leader of group two and she had the following points to make:

- The game was certainly enjoyable but very thought provoking.
- It can be very useful if we analyze every aspect of the game and the lesson it has for our lives.
- We young people like such high speed and excitement games but we never think of the dangers involved. Even in this simple game, many times players bumped into each other, fell down, and hurt themselves.
- In real life also we do many things, which give ‘excitement’ like driving very fast, drinking alcohol etc. These are of high-risk - we often ‘pooh-pooh’ the precautions, which need to be taken. Since humans can err, every one of us should be cautious for our own good. One analogy is “can we close our eyes and just run because we think that the streets are free of obstacles”? We realize this only after the crash. It is better to err and be cautious rather suffer due to neglect.
- An adolescent needs to think well about the ‘thrill’ and decide whether it is ‘risky’ or ‘safe’ before indulging in it.
- Some of the activities of thrill according to our group are ‘smoking’, ‘drinking’, ‘gambling’, ‘breaking into a shop’ etc. We, the students need intelligence to know and decide that thrill can kill’.

**Summarize...**

- Young people because of their developmental stage desire ‘excitement’ and without thinking much about some of their actions involve in high-risk activities. ‘Speeding on a vehicle’, ‘driving without helmets’, ‘not following road rules’, ‘smoking’, ‘drinking’, ‘drug use’, ‘gambling’, ‘indulging in sex with many people’ are some of them.
- An adolescent needs to be aware of self - desire for ‘thrilling’, select activities that are ‘fun giving’, analyze the risks involved and then do the activity judiciously. Using skills like self awareness and critical thinking,
- Such planned ‘fun’ is also ‘fun’ This can prevent disability.
- Indicate that the following LSE class will differentiate between ‘adventure’ and ‘high-risk behavior’.

**Reflection at Home by the Student:**

- ❑ Do I constantly look for fun, thrill and excitement?
- ❑ What are the activities I have done to get fun or thrill in the last one month?
- ❑ How much of thinking did I do before carrying out the activity?

**Theme: SELF AWARENESS - HIGH-RISK & ADVENTURE****FACT SHEET:**

Adolescence is the period when one wants to establish one's own individuality. This is a part of developing one's personality. Adolescents achieve this by being away from parents, spending more time with friends, breaking norms/rules, imitating friends in dress, music, food habits and career plans - e.g., an adolescent may prefer long hair, pierce his ears, refuse to go to temple or church, question the meaning of life etc. All the above help the adolescent to develop a sense of 'self' and 'individuality' - a sense of 'I' and 'ME'.



Self - awareness and creativity are high in adolescents. The need for creativity and experience of intense emotions make adolescents seek a lot of fun. In doing so adolescents confuse 'adventure' and 'high-risk behavior'

'Adventure' or 'calculated risk' is when one does something out of the realm of routine, in a novel manner using creativity - e.g., a youth gathering his friends and cleaning the village pond, demonstrating that food can be eaten without cooking at all, learning a new hobby like folk singing, joining a trekking group to Ganges etc. Use of cartoons for movies by Walt Disney in his production was an adventure. Here there is creative thinking, combined with critical thinking of planning, understanding consequences and taking measures to face them. At the end of the adventure there is a sense of achievement and increase in self-esteem. There is a goal of seeking pleasure (gratification) but it is delayed by planning so that there is a sense of tolerance and pride.

On the other hand, 'high-risk behavior' or 'sensation seeking' is when the decision to do an act is taken impulsively without thinking, based only on feelings and desires. Often such activities are done to get friends' approval or avoid ridicule - the activities may not be novel, there is no planning but encouraged as 'fun' and 'daring' - e.g. drinking alcohol, smoking cigarettes, using tobacco, drug taking, driving recklessly, not obeying rules, not wearing helmets, involving in sex with many people, seeing pornography, gambling, shopping excessively and eating excessively. At the end of the activity there is no sense of achievement or self-worth. A momentary 'high' is experienced. The adolescent wants more and more of such experiences.



Often the adolescent needs to understand this - and assertively say "NO" to such activities. Smoking cigarettes with friends with stolen money during vacation is not an adventure though it may appear so to the students.

Name of the Activity:

*High Risk and Adventure - Living Life King Size*

Objectives of the Activity:

- To help students accept that they need to have 'fun' in life.
- To help the adolescents identify the difference between 'adventure' and being 'at risk'.
- To enumerate some activities which are 'at risk behavior'.

Expected Outcome:

- ◆ Developing the ability to critically evaluate one's desires, needs and behavior especially while seeking pleasure in activities like use of alcohol, drugs, excessive eating, sex with multiple partners, gambling and rash driving.
- ◆ Developing clear choices in the area of 'having fun in life' or 'sensation seeking', using assertive skills to follow choices in the face of pressure and delay gratification.

Time: 50 Minutes

Life Skills Promoted:

*Self-Awareness, Critical thinking, Decision Making, Coping with Emotions and Effective Communication.*

Techniques Used:

*Case Study, Group Discussion, Sharing Ideas and Opinions.*

Materials Needed:

White sheets, pens or pencils, photocopies of the situations and photocopies of the 'adventure questionnaire' (See Activity Material - 2.8 & 2.8a ).

Situation - 1:

Ashoka is a X standard student who hails from a very conservative family. He is a good student and known to be friendly. Ashoka loves cricket and has joined a group of older students to practice cricket during the vacation. These older boys are in the habit of having 'fun' on Saturday evenings by going to one of the boy's hostel terrace and drinking alcohol till late at night. Ashoka also goes with them on these occasions. On the first two occasions Ashoka resists the pressure to drink. He is teased by his friends as a 'goody, goody boy' and 'girl'. Later, he starts drinking alcohol with these boys as he has seen that nothing wrong has happened to these boys and they seem to be having a lot of 'fun' by drinking. They are bolder, comment at girls, sing and dance.

One Saturday night Ashoka was returning home on his bicycle after 'drinking'. He felt he was totally under control. He suddenly saw a lorry coming in the opposite direction. Ashoka thought he was slowing down correctly; but he was not. Hence he fell down with the cycle into the pit by the side of the road and broke his leg. The lorry owner did not have to pay any compensation to Ashoka's parents as he was smelling of alcohol. That blame was on Ashoka.

Facilitative Questions:

What do you think of this situation?

Why do students drink?

If drinking is 'bad' why does the government permit sale of drinks?

What are the other drugs apart from alcohol, which are used by students of your age?

How do students start these habits?

What skills does a student need to say 'NO' to drinks?

**Situation - 2:**

Surabi is a X Standard girl. She is very fun loving and is always ready for any activity which is playful and enjoyable. She is always the first in the class to play pranks on other girls and boys. Two of her friends in the class planned to run away from home for three days to have fun. They planned to go to Bangalore - the city that they have never seen, stay in a lodge have fun, see movies, if possible meet their favorite movie star. After 3 days they would come back and tell the parents that they were kidnapped and managed to get away. They expected Surabi to join them willingly. But Surabi refused to join them saying that their plan was 'very risky'.

**Facilitative Questions:**

What do you think of Surabi's decision?

Is there anything wrong in taking 'risks' - small ones like Surabi's friends did?

Life should be lived King Size - It will be boring if young people do not do adventurous and risky things - what is your opinion?

What sorts of risks are all right?

What skills does a student need to decide whether an activity is 'adventurous' or 'high-risk'.

**Note to the Teachers:**

Give the Adventure Questionnaire without the answers. The answers are mentioned within the brackets for your reference.

**ADVENTURE QUESTIONNAIRE**

'Adventure' or 'Calculated Risk' is when a person does something very different from the routine, but has thought through the whole novel (new) activity and has a clear idea of what he/she would do in case of difficulties and setbacks. Here the goal is to achieve something and feel the high by achievement through the novel method. One's thoughts, feelings and preparation goes into this. For example, a trained cyclist deciding to cycle backwards between two cities for 100 kms. He prepares himself by planning and training to cycle backwards. The cyclist understands the novelty and difficulty of the task but prepares carefully for that.

'Risk Taking Behavior' is when a person does something quickly and impulsively for the momentary high without thinking about the consequences of the act. 'Let me handle it when it happens' is the attitude of the person. There is no thought or preparation. Only feelings of wanting a quick high for self or pleasing somebody else is predominant. For e.g., jumping from a high building to attract the attention of the crowd, driving on the wrong side of the road for long distances and observing the anxiety of the other drivers.

**Decide which of the activities are Adventurous (A) and are of High-Risk (R)**

Driving a bike at high speed in a crowded street without a helmet. (R)

Joining a group to climb the top of Ramnagaram Rock through a new route. (A)

Drinking and driving with friends. (R)

Joining friends and going for horse racing to gamble. (R)

Having sex with a neighbor during vacation as she says it is fun. (R)

Driving a van at high speed without lights along a busy street. (R)

Playing Lottery with pocket money.	(R)
Breaking a coconut with bare hands in a karate class after training.	(A)
Smoking ganja with friends at the beach during holidays.	(R)
Jumping from the first floor of a building.	(R)
Taking part in a car race.	(A)
Demonstrating that you can cook for 100 people within 60 minutes without anyone's help.	(A)
Developing a new method of writing (not Kannada or English).	(A)
Playing 'KHO KHO' with everybody's eyes blindfolded.	(A)
Breaking into a shop along with your friends.	(R)
Running away from home and calling parents to say that you have been kidnapped to make them pay a ransom.	(R)

**Procedure:****Step 1:**

Divide the class into 5 - 6 groups of 10 - 12 students in each group. Ask each group to have a volunteer as a spokesperson (5 minutes).

**Step 2:**

Provide each group with the situations and also the adventure questionnaire. Ask each group to read the situations and discuss the questions raised at the end of the situations (10 minutes).

**Step 3:**

Ask each group's volunteer to present the opinions of the group (10 minutes).

**Step 4:**

Now ask each of the group to look at the adventure questionnaire and decide after discussion in the group whether the activity is 'adventurous/calculated risk behavior' or 'high-risk behavior' (10 minutes).

**Step 5:**

Call out each choice and ask the various groups to raise their hands for the chosen answer (5 minutes).

**Step 6:**

Summarize.... (5 minutes).

**Expected Responses from the Students:****Group 1:**

Ashoka feels bad that he was teased, ragged, neglected and isolated by his friends because he did not drink.

His wanting to please his friends resulted in injuries.

Drinking is a bad habit. Some students start it in bad company. Other bad habits among students are eating pan parag, smoking etc.

Government sells alcohol as it gets money.

Surabi is correct in her decision. Being funny in class is different and running away from home is different. She has good analytical skills.

### **Group 2:**

Ashoka should have boldly said 'No' to his friends. But feeling left out when you do not do the same things as your friends is very common. This kind of a situation happens many times in our lives. One needs to be very strong to go against friends.

Government indirectly encourages alcohol use. Even some doctors advise alcohol for health. Doctors also drink and smoke. Some students from the city also use Ganja.

Surabi is actually timid. So far she has pretended to be bold and fun loving. Her friends are bolder than her. She has poor confidence. She is too goody goody.

### **Group 3:**

It was hard luck that Ashoka met with an accident. He could break his leg even if he had not drunk alcohol.

Alcohol is not very bad - as bad as other drugs - heroin and pethidine.

If you keep on saying 'No, No' to everything then your friends will not invite you to any party or get-together.

If you have brothers and cousins of your age it is easy to take advice on such issues - drugs. Sometimes you start the habits with them. Discussion helps you.

Surabi being a 'girl' her decision is correct.

### **Summarize...**

- Young people need to have fun. Activities of fun should be adventurous and not of high-risk.
- Planning and training can decrease the risk of a behavior. This increases achievement and self-worth.
- High-risk behaviors do not involve thinking or planning. They are mainly done to have fun, to rebel or please friends. High-risk behaviors can cause ill health, fatalities or disabilities.
- Using skills like critical thinking and making decisions and saying 'NO' help the adolescents to resist indulging in risk behavior and promote health.

### **Reflection at Home by the Student:**

- ❑ In the last one year which is the time or activity when I had maximum fun?
- ❑ What was that activity? Was it done with others or alone - who planned it?
- ❑ Was that an adventurous activity or high-risk activity?

**Theme: COPING WITH STRESS - FACING CHANGES & PROBLEMS****FACT SHEET:**

Life is characterized by constant changes from time to time. Life is a dynamic process rather than being static. This means that every change in our life puts us in a new situation. Our ability to come to terms with the new situation, adapt and cope with that adequately, determines whether we perceive that situation as being problematic or not. None of us is blessed with the ability to grapple with all the changes that occur constantly all through our life. It is therefore, a common experience for most of us to think of a given situation as problematic, simply because we cannot handle it effectively at the moment when it occurs. It is important to recognize that like life, problem solving is a process.

Let us consider some problematic situations in our lives e.g. onset of menarche, rapid changes in physical characteristics, changing view of people about us, death of a parent or siblings or friend, loss of a possession, migration, failure in exams, ill health, injury, disability of some kind, changing schools, change of teacher, change of residence, transfer from one city to another. There can be innumerable such situations ranging from trivial to serious ones. None of the above mentioned is under our control. However, it is to be recognized that even in a situation, which is not under our control, there are certain aspects of it, which is still under our control. It is important that we recognize aspects of stability and control in a changing/challenging situation and handle it better. Let us look at an e.g. - bus in which one is traveling meets with an accident - this is not under one's control; deciding to help the injured, sending information to get help are under one's control and this gives the person a sense of control to face the unexpected with ease and confidence. If everybody who is involved in the accident responds with shock and inaction, the situation comes to a standstill or worsens.

Hence it is imperative that changes and stressors be faced and handled.

The present module is an experiential learning method using a simple game to understand changes, problems and ways to cope with them effectively.



**Name of the Activity:**

**Facing Changes & Problems - Changing Views**

**Objectives of the Activity:**

- To help students be involved in an activity consisting of quick changes as problems.
- To help students to face changes and adapt with support in a protective situation like the game.

**Expected Outcome:**

- ◆ Students understand that problems and stress are unavoidable in life.
- ◆ Students recognize that they have to face changes and stress by using aspects under one's control - support, guidance, motivation etc.

**Time:** 60 Minutes

**Life Skills Promoted:**

**Critical Thinking, Problem Solving, Decision Making, Coping with Stress, Coping with Emotions and Self-Awareness.**

**Techniques Used:**

**Game and Group Discussion.**

**Material Needed:**

Large empty space - can be carried out in the playground of the school.

**Procedure:**

**Step 1:**

Divide the class into four teams - A, B, C and D. Direct each team to line up according to their height and stand in a line, facing the other teams. The four teams should make a square. Ask the shortest players of each team to stand on the left and tallest on the right of the line (5 minutes).

**Step 2:**

You as the facilitator stand in the middle of the square. Explain that each team's goal is to stay in the same position in relationship to themselves and to you. For e.g., if you're presently facing team A, and you pivot a half turn, all four teams move quickly and reposition themselves so that you're still facing team A; everyone else is in the same position and order as before. Team members need to move as individuals - that means no holding hands. After each change and realignment, check to see if everyone is in correct position. Try it out for a few times - you turning various levels of turns (15 minutes).

**Step 3:**

Do the activity at a faster pace and see that the teams keep the tempo with you. You could take half a turn towards left, right or even take one full round. Each member moves as a group but individually. There is no competition - just the fun of keeping a proper perspective in the midst of rapid change (10 minutes).

**Step 4:**

Ask each team to form a group and discuss ways people and events can affect our perspectives. Some queries are raised below towards that. The tallest student becomes the spokesperson (10 minutes).

**Step 5:**

Ask each group to present their discussions. Note the main points on the board (10 minutes).

**Step 6:**

Summarize.... (5 minutes).

**Facilitative Questions:**

1. How was it to play this activity?
2. Were you able to follow the instruction of the teacher properly?
3. Were you able to handle the confusion, tension and stress because of rapid changes in the instruction of the teacher to realign as a group?
4. What did you learn from this activity?
5. In this changing activity - nothing was under your control and how much did that help you to play the activity?
6. The changes in your life now - exams, failure, passing - how much do they stress you?
7. Even in these changes and stress, are there things under your control? Do they help you to face the stress?

**Expected Responses from the Students:**

This game was very enjoyable.

Undivided attention, motivation and concentration on the task were important for us to align correctly. We were not able to follow the instructions. We were totally confused and lost in the game. The tension and stress was more in this game. Most of us were not able to cope with sudden changes in the instruction to realign.

Cohesion of the group and commitment to work together will help us whenever we face problems as a group or a family.

Our life situation changes from one point to another. If we are unable to accept and face different situations, we consider it as a problem. Therefore, being prepared for anything, commitment to face it are absolutely essential. Some control over the situation helped us to do better. CONTROL was the most important element.

Some degree of confusion in co-ordination occurred before aligning ourselves correctly. This meant that we could be temporarily destabilised by the problem or difficulty. But certain important aspects like group support, motivation to face the difficulty, willingness to follow instructions helped us.

There are many changes and problems like physical changes in puberty, menstruation, scoring less marks in exam, failure in exams, difficulty in studies, household work, sickness in family members, which we have to face from time to time. Friendships, parent support, self-confidence are some of the factors that help us to face these situations. Failing to realize these known facts can make us inactive and increase our problems.

Most often students do not talk about their difficulties to teachers and parents, which results in a lot of discomfort in them.

One needs to share problems with others to reduce tension.

This game helped us to learn that we can temporarily lose perspective and we should consider it understandable.

### **Summarize...**

- Life is a dynamic process.
- Changes and problems occur all through our lives.
- Our ability to cope, adapt and accept challenges/changes will help us come to terms with problems.
- Most of us need support, co-operation and guidance from relatives, friends, parents and teachers to face problem. We need to develop these as stable resources for any change and stress.

### **Reflection at Home by the Student:**

- book How many changes or stress did I have to face in the last one month?
- book What are my stable resources?
- book How did they help me to face the stress in the last one month?



# **SEXUALITY - UNDERSTANDING BODY & MIND**

- ◆ *Sexually Transmitted Diseases - Save Yourself*
- ◆ *HIV/AIDS - Health is in Your Hands*
- ◆ *Sexual Harassment - Road Side Romeos and Bus - Teasers*
- ◆ *Sexual Abuse - Scream When Somebody !!!!!*



**Theme: SEXUALITY AND HEALTH - SEXUALLY TRANSMITTED DISEASES (STDs)**

**Note to the Teacher:**

This activity focuses on all STDs. The next one focuses exclusively on HIV/AIDS.

**FACT SHEET:**

Sexually transmitted diseases (STDs) are those which are passed from an infected person to another, usually through sexual contact. Any person, man or woman, who is sexually active with multiple partners, without using any protective methods is at a 'High-Risk' to get infected with STDs.



**How STDs Spread:**

- Sexual contact with multiple partners without condom protection - any type of sex - vaginal, oral or anal.
- Sexual intercourse with commercial sex workers without condom protection. They have a high chance of having STDs.
- Transmission in womb - from the infected pregnant woman to her fetus.
- Infected blood transfusion.
- Using infected needles, syringes and blades used by an infected person without sterilization. Common among 'Drug Addicts' who share needles to inject the drugs; they may also involve in indiscriminate sexual activities under the influence of drugs.

There are many types of STDs like - gonorrhea, chancroid, candidiasis, herpes etc., Commonly known are HIV/AIDS and syphilis. Each STD is different in its cause, symptoms and treatment.

**Steps to be taken by an Infected Person:**

- Consulting doctor immediately.
- Not relying on quacks who advertise in the newspapers, magazines and T.V. to treat the infection. The disease might progress to a stage where the damage can be irreversible.
- Continuing the prescribed treatment by a qualified doctor. Not stopping the treatment once the symptoms disappear. The symptoms might reappear after sometime.
- Treating the partner, if the infected person is married.
- Avoiding further sexual contact with the infected person - e.g., a commercial sex worker.
- Using condoms for protection.
- Using sterilized needles, syringes and new blades when needed.
- Following personal and specifically genital hygiene.

### HOW TO PREVENT STDs:

Sexual need is a basic need for all human beings (others are hunger, thirst, sleep, excretion). Sexual feelings and needs are high and intense during adolescence. Sexual feelings and sex are highly pleasurable and so most people indulge in it actively. This is normal.

There is a need for an adolescent (your student of secondary school) to understand this, be aware of his/her needs, desires, and emotions and accept it. Adolescents need knowledge and skills to handle their sexual needs for society does not permit instant sexual gratification based on adolescents.

An adolescent student needs to postpone active sexual life till marriage when stable partnerships are established. Active sexual life based only on sexual urges in an adolescent is a 'high-risk' behavior as it is usually unprotected sex with multiple partners.

Adolescent needs to understand that sexual urges can be modified by thoughts and actions. There are some actions/behaviors which increase the sexual urges and some which distract the mind away from it. Pornographic and erotic materials like magazines, movies, music with sexual content, repeated discussions with friends on various sexual themes increase sexual urges. Hence controlling these is necessary to a certain extent in the case of an adolescent.

Involving in other socially acceptable (sublimation) forms of gaining pleasure and experience of 'high' (for e.g., participating in sports, music, creative work) are effective.

An attitude of "I have Sexual Needs. I Know It. This indicates I am Healthy"; but "I Decide Not Now", "I have the Ability to decide When and with Whom" are very important. All the above need knowledge of self and self-discipline.

Other uncommon cause of HIV infection in adolescents is the use of drugs and sharing of needles to inject drugs. Here again, the need for the adolescent to practice self-discipline and use other methods of finding pleasure mentioned above are important.

A person who is sexually active can avoid STDs by

- Having sex only with a single partner. Being faithful to the partner is important for the relationship and also one's own health.
- Using condoms for protection.
- Treating pregnant mother if she is infected.

Any person young or old should be

- Using tested blood for transfusion in case of surgery, accidents etc.
- Using sterilized needles, syringes and blades when necessary.



**Name of the Activity:**

**Sexually Transmitted Diseases - Save Yourself**

**Objectives of the Activity:**

- To help students understand the causes and modes of transmission of STDs.
- To help the students to understand the consequences of unprotected sex and other 'at risk' activities.

**Expected Outcome:**

- ◆ Recognizing one's own sexual desires and recognizing health in that.
- ◆ Exercising self-discipline and postponing sexual experience till marriage.
- ◆ Following necessary good practices to avoid STDs.

**Time:** 75 Minutes

**Life Skills Promoted:**

**Self-Awareness, Coping with Emotions, Critical Thinking and Decision Making.**

**Techniques Used:**

**Group Discussion, Brainstorming and Sharing ideas.**

**Materials Needed:**

White sheets, pens, photocopies of (5 - 6) pictures of blood transfusion, a couple united, a group of youngsters with a syringe going around, a pregnant mother with a fetus, doctor giving an injection, tattooing and photocopies of discussion questions - Set 1 & 2 (See Activity Material - 2.9 ).



**Sexually Transmitted Diseases**

**Procedure:**

**Step 1:**

Divide the class into 5 or 6 groups of 10 each according to the month of birth (5 minutes).

**Step 2:**

Pass the pictures to the various groups and ask them to see and observe. Instruct each group to choose a leader to moderate discussion (5 minutes).

**Step 3:**

Instruct them to discuss among themselves and answer the two sets of discussion questions (Set 1 & 2) raised below (15 minutes).

Tell spokespersons to present the group report to the class (10 minutes).

**Step 4:**

Ask all the spokespersons to pin the Discussion Questions Set 1 & 2 - answers on the wall (10 minutes).

**Step 5:**

Pin the picture, which shows the activities, that will not spread STDs on the board.

**Step 6:**

Summarize and later encourage the class to go the black board and read the answers (10 minutes).

**Facilitative Questions:**

**Set 1:**

1. What disease do these pictures illustrate ?
2. What is the full expansion for the words - HIV, AIDS? What is the difference between the two?
3. What are the other diseases, which can be transmitted by having sex with an infected person (STDs)?
4. What are the activities that can spread STDs among men and women?
5. What are the activities, which do not spread STDs, but are still usually feared?
6. What should an infected person do?
7. What are the usual fears about AIDS/HIV, Syphilis and Hepatitis B among students?

**Set 2 :**

1. What can a student do to avoid these diseases?
2. What are the abilities a student needs to prevent STDs?
3. Is it possible to suggest some activities, which can increase and decrease our sexual urges?
4. Which sets of questions (Set 1/2) were difficult to discuss and answer? Why?

**Expected Responses from the Students:**

Avoiding sex.

Stick to single partner.

The picture shows us how to protect us from HIV/AIDS.

HIV/AIDS are same, which affects our health.

The person may get skin diseases, ulcers in the mouth; he may suffer from vomiting, fever and diarrhea and later lose ability to involve in sex.

Women are innocent and they get dangerous diseases from their husbands who are infected with STDs. Stick to a single partner. Use condoms. No sexual contact with commercial sex workers. If unmarried, controlling sexual urges using diversion such as reading good books, practicing yoga and meditation.

We are scared to speak with a person infected with HIV/AIDS. It may spread to us if we touch, speak or play with them. They should be isolated so that infection does not spread to others.

There is no treatment for such diseases.

Trained doctors can treat such diseases.

Infected persons should take medication regularly.

They should use condoms.

Students should not indulge in sex.

Students should not experiment with sex with women who are available for money.

It is very difficult to control sexual desire especially in young boys.

They should avoid friendship with students who take drugs or visit prostitutes.

They should ask the doctor to use sterilized syringes.

AIDS can be spread by bad people in crowds with a syringe having AIDS infected blood.

STDs will not spread by touching, talking - we have seen this on T.V.

### **Summarize...**

- ☛ Sexual urges are normal - a student needs to know that this.
- ☛ Controlling, postponing, not giving in to desire and peer pressure are within the capacity of a student.
- ☛ There are many types of STDs. They spread mainly by sexual contact.
- ☛ They can also spread by other routes.
- ☛ Avoiding sex with multiple partners taking preventive measures like using condoms, sterilized needles for injection, tested blood for transfusion are essential.

### **Reflection at Home by the Student:**

- ☛ I am 16 years old now. Am I bold/strong to say 'NO' if somebody very close to me suggests physical contact (sex)?

Theme: SEXUALITY - HIV/AIDSFACT SHEET:

**Note:** The previous activity focused on all STDs. This activity focuses only on HIV/AIDS.

AIDS is a relatively new phenomenon. It first appeared at the beginning of the eighties. It is essential to understand the cause, spread and prevention of HIV/AIDS.

AIDS stands for Acquired Immune Deficiency Syndrome.



**Acquired** : Means not genetically inherited but one gets it from somebody.

**Immune** : Means the body's natural defense system, which provides protection from diseases.

**Deficiency** : Means the lack of response by the immune system to organisms that impair body's health.

**Syndrome** : Not one symptom but a group of symptoms.

AIDS is caused by a virus called HIV. HIV stands for Human Immuno-Deficiency Virus. It weakens and damages our immune system. The immune system is responsible for protecting the body from infections and diseases. The skin serves as a physical barrier and the white cells in our blood deal with potentially harmful organisms such as viruses and bacteria. HIV is attracted to white blood cells. These cells are extremely important for the body's immune system, as they regulate the immune response of the body in case of an infection.

After being infected with HIV, the body produces antibodies to HIV in an effort to protect itself. But these antibodies are not powerful enough to neutralize the virus. HIV immediately attaches itself to and integrates itself into the genetic material of some white blood cells. It is then ready to reproduce itself any time in the future. It can remain in the cells for a long period before destroying them. Once HIV has invaded a cell it plugs its own genetic information into the cell. It thus transforms the cell into a collaborator which then produces new viruses. The body eventually becomes susceptible to all kinds of infections.

Most people with HIV show no symptoms of disease. They may be asymptomatic for months and years, even upto ten years. These people may remain completely healthy and free of symptoms of the disease but they have the virus in their blood and are at the risk of developing AIDS at any time in future. Once a person is infected with HIV, he/she can transmit the virus to others even though he/she may appear perfectly healthy and may not know that he/she has been infected with HIV.

Difference between HIV and AIDSHIV infection stage:

During the initial HIV infection, the person has the virus but looks and feels healthy. He/she can spread the HIV to other unsuspecting people. During this period, the only way of knowing if a person is infected is by doing ELISA and Western Blot test. The HIV positive person is a carrier and he/she may not realize that he/she is infected. This stage can last for 6 - 12 years or more.

### The AIDS stage:

Slowly but surely, the immune system loses its war against HIV and is destroyed in the process. The person has fever, headaches, loss of weight, acute diarrhea and is prone to opportunistic infections like tuberculosis, pneumonia, fungal infections of the mouth, herpes, cancer, and skin infections. He/she can develop blindness, brain infections, dementia, mental illness etc. These diseases attack the person at the opportune moment when the defense system is weakened. Once a person develops full blown AIDS, there is a rapid downhill progression resulting in death in about 6 months to 2 years.

### Misconceptions about Transmission of HIV/AIDS:

AIDS is not transmitted by the following:

- Shaking hands.
- Kissing and hugging.
- Sharing cups, plates and other eating utensils.
- Sharing toilet and bathroom facilities.
- Through coughing or sneezing or through the air we breathe.
- Sitting in the same class room or canteen.
- Sharing work instruments or machinery.
- Swimming together or playing together.
- Donating blood to the blood bank.
- Bites by insects, e.g. mosquitoes, bed bugs, etc.

### Prevention of HIV or AIDS:

- Having sex with only one partner who is faithful to you. Sex with multiple partners is a high risk venture. Avoiding unprotected, causal sex with unknown partners, strangers, and commercial sex workers.
- Pre - marital and extra-marital sexual activities are risky. Using good quality condoms gives considerable protection against not only HIV but against other sexually transmitted diseases like syphilis, gonorrhea etc.
- When blood transfusion is required, using blood from a voluntary donor/voluntary blood bank, which is tested and has a label stating that it is **ELISA Negative**.
- Disposable or adequately sterilized needles and syringes should be used.
- Sterilizing all skin piercing instruments like knives, scalpels, needles, and dental equipment or using disposable instruments.
- Using disposable/sterilized razors, blades at the barber's shop for shaving. Boiling in water for 20 minutes or keeping them immersed in household bleach for 30 minutes can sterilize razors and blades.

### Remember:

Once HIV enters a person's body, it stays for life. It cannot be removed at any time.

There is as yet no cure or vaccine' against HIV. Therefore, prevention is the only way to avoid HIV infection and AIDS.

Antiviral drugs are available which control the infection but they are very expensive (cost about Rs. 3,000 per month).

Sooner or later, the HIV infected person gets AIDS, which is usually fatal.

An HIV infected person looks healthy. The only way we can find out if he/she is infected is by doing a special blood test called ELISA or Western Blot.



Name of the Activity:

**HIV/AIDS - Health is in Your Hands!!!!!!!**

Objective of the Activity:

- *Help the students to understand the modes of transmission of HIV/AIDS.*

Expected Outcome:

- ◆ *Recognizing the needs to control sexual desires and following self-discipline method.*
- ◆ *Postponing sexual activity till marriage.*
- ◆ *Following certain precautionary measures to prevent transmission of HIV/AIDS.*

Time: 60 Minutes

Life Skills Promoted:

**Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Coping with stress and Coping with Emotions.**

Techniques Used:

**Group Activities and Group Discussion.**

Materials Needed:

KG cardboard or white sheet and color pens, copy of statement of modes of transmission HIV/AIDS for students, copy of risk behavior checklist and pictures of HIV/AIDS transmission (See Activity Material - 2.10, 2.10a, 2.10b & 2.10c).

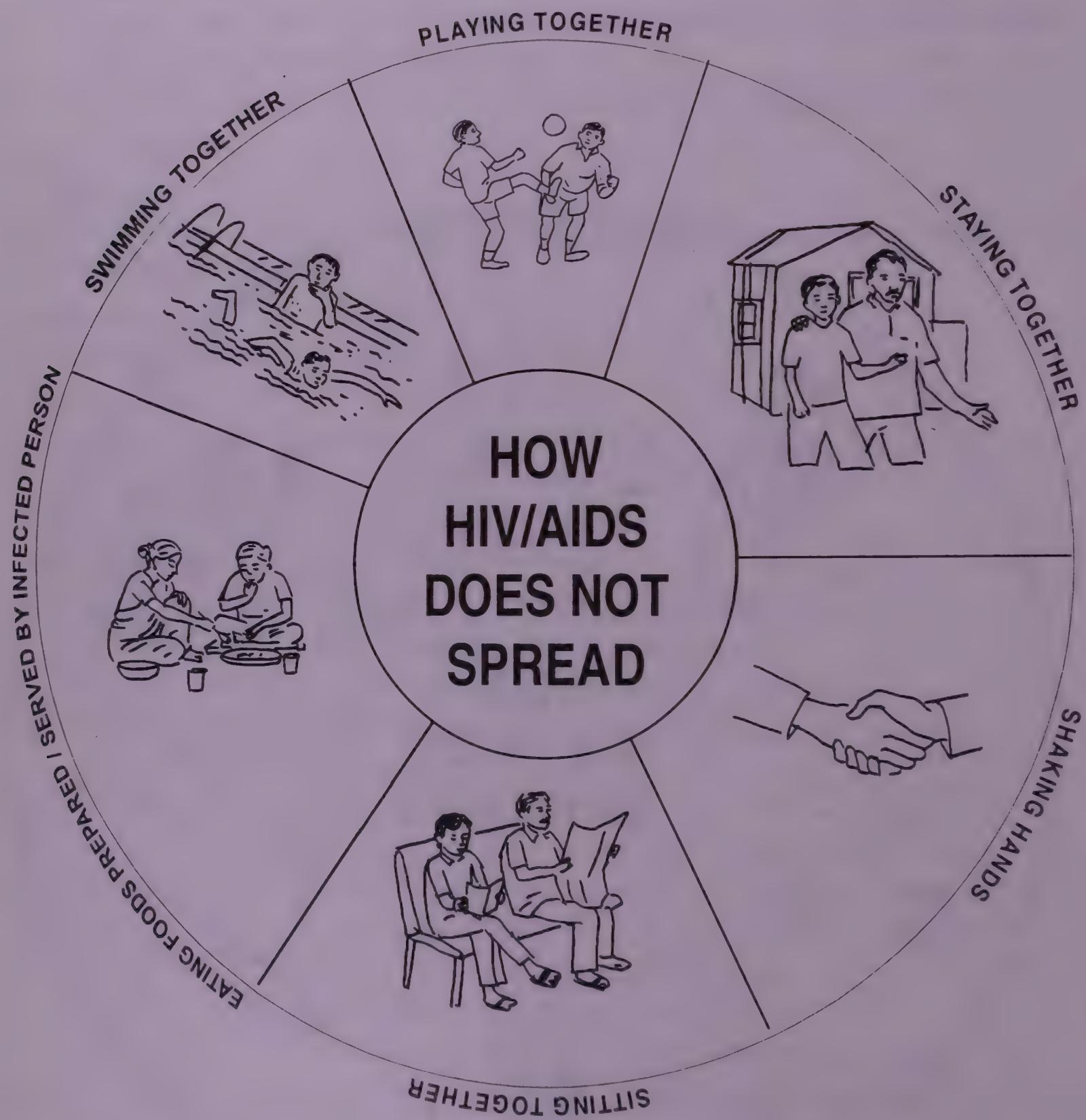
#### **Modes of Transmission of HIV/AIDS :**

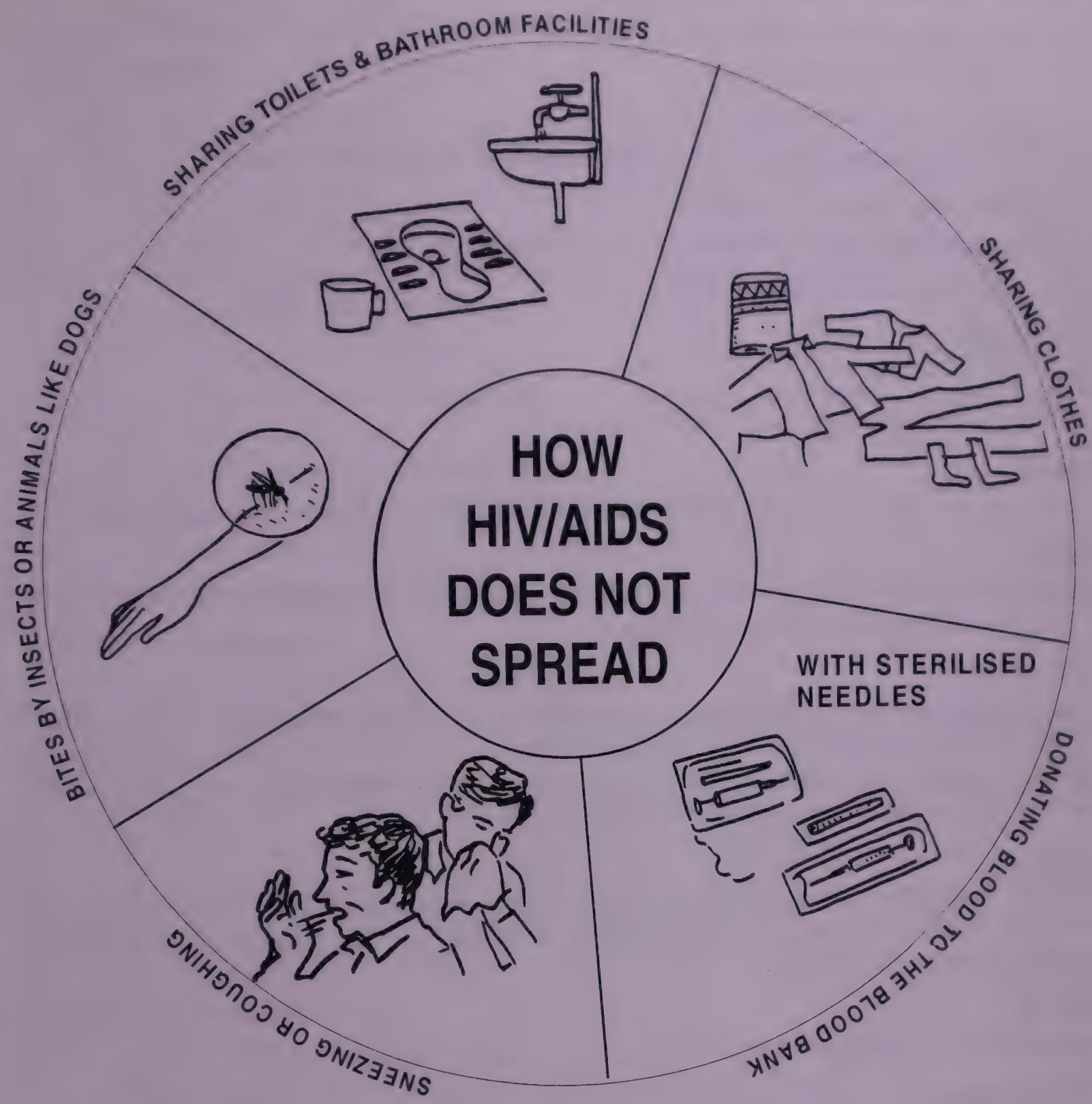
1. You can become infected with HIV by sleeping with others.
2. You can become infected with HIV from sharing toothbrush.
3. People get HIV/AIDS by sexual intercourse with an infected person.
4. A person can get HIV/AIDS using unsterilized needles or syringes used by infected person.
5. A person can get HIV by hugging an HIV infected person.
6. A person can get HIV by shaking hands of infected person.
7. A person can get HIV by kissing, hugging, playing, swimming with infected person.
8. A person can get HIV/AIDS by eating food prepared by infected person.
9. A person can get HIV/AIDS by indulging in sex with a commercial sex worker.
10. A person can get HIV by indulging in sex with multiple partners.
11. An unborn child can develop AIDS if the mother is infected.
12. A person can get infected by sharing toilets with an HIV/AIDS infected person.
13. A person can become infected with HIV if he or she has anal sex with an HIV infected person.
14. A baby can get AIDS by breast-feeding from an HIV infected mother.
15. A person gets HIV by having unprotected sex with multiple partners.
16. Bed bugs, mosquitoes can spread HIV/AIDS.
17. A person can get HIV through blood transfusion from an HIV infected person.
18. Having vaginal sex with an HIV infected person transmits HIV infection.

Correct Answers

1. False	7. False	13. True
2. False	8. False	14. True
3. True	9. True	15. True
4. True	10. True	16. False
5. False	11. True	17. True
6. False	12. True	18. True







**Risk Behavior Checklist:**

Classify/mark according to **NO RISK**, **HIGH-RISK** and **LOW RISK** (for HIV/AIDS)

1. Transfusing infected person's blood.
2. Sex without using condom.
3. Hugging infected person.
4. Sharing meals, playing with infected person.
5. Talking with infected person.
6. Indulging in sexual activities with infected person.
7. Indulging in sex with infected person without using condom.
8. Indulging in sex with commercial sex workers or prostitutes.

9. Sex with multiple partners.
10. Touching an infected person.
11. Kissing an infected person.
12. Sharing needles, syringes with an infected person without sterilization.
13. Swimming with an infected person.
14. Using toilet in public places which an infected person also uses.
15. Using an infected person's clothes.

**Procedure:****Step 1:**

Divide the class into 2 groups (5 minutes).

**Step 2:**

Give a copy of the MODE OF TRANSMISSION OF HIV/AIDS to each group (5 minutes).

**Step 3:**

Instruct the students to discuss amongst themselves and classify the MODE OF TRANSMISSION OF HIV/AIDS statements into true/false.

**Step 4:**

Also ask them to mark the statements on the RISK BEHAVIOR CHECKLIST as NO RISKS, LOW RISKS and HIGH-RISKS. If the participants are not clear about the answers, they can mention separately as "Unclear". This will help the students to think about ways of transmission of HIV and to discuss with teacher later (10 minutes).

**Step 5:**

You pin the pictures of HIV/AIDS transmission and ways in which HIV/AIDS will not spread. Mention, which are the activities, are High-Risk, Low Risk and No Risk (10 minutes). Use the pictures of previous activity.

**Step 6:**

Summarize... (5 minutes).

**Summarize...**

- ☛ AIDS is caused by a virus called HIV - Human Immuno - Deficiency Virus.
- ☛ Most of HIV infected people do not have any symptoms for months and year, even up to 10 years. They appear healthy but transmit the virus to other persons usually through sex.
- ☛ There is no vaccine to prevent HIV
- ☛ Medicines are available to control infection HIV/AIDS infection.
- ☛ Responsible sexual behavior is the most important way to prevent HIV/AIDS.
- ☛ Pass the Pictures (Activity Material 2.10c) of mode of transmission of HIV/AIDS. Ask students to make a note of it.

**Reflection at Home by the Student:**

BOOK One activity which I so far thought could spread HIV/AIDS but came to know today will not spread the infection \_\_\_\_\_

**Theme: SEXUALITY - SEXUAL HARASSMENT****FACT SHEET:**

Sexual harassment is any unwanted sexual attention/behavior which a girl or boy experiences in various situations. The behavior may be intentional or unintentional with implicit or explicit sexual connotations. It may be verbal, non-verbal or physical. It can happen to anyone - either a girl, a boy, a woman or a man. However, girls and women experience sexual harassment more often than boys or men. Following are some e.g. of sexual harassment,

**Verbal Harassment:**

- Passing suggestive jokes or comments of sexual content; making derogatory remarks of sexual content.
- Making indirect/direct sexual advances.
- Inappropriate comments on someone's body or dress.
- Making obscene phone calls.
- Using language with double meaning.

**Non-verbal Harassment:**

- Stalking/keeping track of the person all the time.
- Sexually suggestive graffiti (writing or drawing about the person on wall, board with sexual content).
- Leering.
- Derogatory sounds or gestures implying sexual meaning.
- Exposing genitals in a public area/masturbation and exhibiting.
- Inappropriate displays of sexually suggestive pictures, objects etc.
- Writing anonymous letters with sexual/pornographic content.
- Spreading sexual rumors about an individual.

**Physical Harassment:**

- Unnecessary or unwanted physical contact of a sexual nature - touching, pinching, patting, rubbing against the other person's cheeks, lips, breasts or bottom.

Young girls are subjected to sexual harassment much more than older women or boys or men. Girls are usually harassed by other boys or men in public places like crowded market places, buses, isolated roads etc.

Sexual harassment is a type of sexual abuse. The subtle difference is, usually in sexual harassment there is no sexual contact and the harassment is often done anonymously in public places (towards strangers, in crowds and buses). Sometimes, sexual harassment can be done by a known person (example a senior employer repeatedly making sexual comments towards junior person in the office). It is commonly presumed that the person who indulges in sexual harassment is proving his/her superiority. The truth is that people who harass others sexually are not mature and do not have the ability to fulfill their sexual needs either by postponing gratification or being in a satisfying stable relation like love or marriage. They are inadequate people who resort to sexual satisfaction by devious methods only.

Youngsters who are subjected to repeated sexual harassment may show disturbances such as:

- Feeling unsafe leaving home and going outside including school.
- Avoiding or being irregular to school.
- Sudden decline in academic performance.
- Difficulties in concentration and poor memory.
- Withdrawn from friends, parents and teachers.
- Generalized fear and anxiety and depression.
- Self-blame and guilt feelings.
- Sleep disturbances and change in appetite.
- Anger outbursts, irritability and restlessness.



#### **How to Handle Sexual Harassment:**

Teachers/parents need to understand that they play an important role in teaching adolescents skills to handle situations of sexual harassment. They should not encourage 'ignoring' as the only method of handling the situation. Children/adolescents need to be assured that they will not be blamed or questioned for someone else's actions and behavior.

Elders need to recognize that their relationship with students or their offsprings need to be positive for them to discuss such issues.

Adolescents should be aware that whenever they face sexual harassment it needs to be handled taking into consideration many aspects. Dealing with incidents of harassment effectively - whatever may be the method, improves one's confidence to handle the harassment.

They also need to recognize that these incidents if repeated, need to be reported to parents and teachers. They should not always keep the information away from parents/teachers, presuming that elders would blame them.

#### **Some Useful Methods to Handle Sexual Harassment:**

- 'Ignoring' if the incident is by a total stranger in a strange place and the chances of repetition is very low (noticing some one exhibiting genitals in a bus). Here the ignoring must be total - expressing 'shock' or 'surprise' encourages the person.
- 'Not responding' is also effective in some other incidents - anonymous obscene calls.
- Indicating that one is aware of harassment and not appreciative of it. For example, if a man harasses a girl in a moving bus by brushing against her repeatedly, she could handle it initially by moving away from him; later firmly telling him to stand properly without abusing him. If abuser continues to harass, complaining to others or conductor is desirable.
- Predicting and avoiding a harasser - e.g., if a male teacher often touches a girl student whenever she is alone, the girl could foresee this and always take a friend along while meeting the teacher.
- Taking support and being in company are effective for a variety of harassment - for being bullied, ragged, leered, teased or followed by a male or group of boys.
- Informing to a supportive sibling, friend, parent or teacher, if the harassment is repetitive.
- Lodging complaint with the police after discussing with the parents if the harassment continues.
- Screaming for help, taking instruments for confidence (a stick, knife or chilli powder) can be helpful for girls to face harassment.
- Adolescents especially boys to be taught that sexual harassment does not indicate superiority but rather inadequacy.
- Have 'Sexual Harassment Awareness Week' and discussing the above issues in the school.

**Name of the Activity:**

***Sexual Harassment - Road-Side Romeos and Bus - Teasers***

**Objectives of the Activity:**

- *To discuss issues of Sexual Harassment with students, which is usually never done in a class situation.*
- *To help students to list out activities, which are considered Sexual Harassment.*
- *To enumerate and recognize skills to handle sexual harassment.*

**Expected Outcome:**

- ◆ *Students become aware that she/he needs to handle sexual harassment effectively when it occurs.*
- ◆ *Students recognize and use various skills and methods to address sexual harassment.*
- ◆ *Understand that sexual harassment as ‘negative behavior’ and not to indulge in it even for fun.*

**Time:** 50 Minutes

**Life Skills Promoted:**

***Self-Awareness, Coping with Stress and Emotions, Problem Solving, Communication Skills, and Empathy.***

**Techniques Used:**

***Team Work, Brainstorming, Role Play and Sharing Experiences.***

**Materials Needed:**

Adequate space to perform role-play, flip chart, felt pens or chalks. 5 - 6 photocopies of with the situations 1 - 3 and photocopies of “ handling tips” (See Activity Material - 2.11 & 2.11a).

**Note to the Teachers:**

**Do the ‘Sexual Harassment’ and ‘Sexual Abuse’ module in consecutive weeks. Many issues will overlap.**

**Situation - 1:**

A group of school girls are traveling in crowded bus to school. While traveling a man who is standing next to one of the girls Vani, intentionally leans against her, touching/brushing her shoulder and bottom. Whenever the driver applies the breaks he falls against her. Vani \_\_\_\_\_.

**Situation - 2:**

Raghav, is a 15 year old boy. Past 1 month, he is receiving ‘calls’ in which the person does not speak, but keeps making noises - as if kissing. If somebody else receives the call, the caller disconnects the call. Raghav, initially felt very good about such calls; now he has become tired of them and hates these calls. He \_\_\_\_\_.

**Situation - 3:**

Rachitha, has to pass a small shop on her way to school. A group of boys stand there and pass comments - describing her physical features and comparing to that of a movie star. One boy makes the comments and the others roar in laughter. Rachitha \_\_\_\_\_.

**Procedure:**

**Step 1:**

Divide the class into 5 - 6 groups of 10 - 12 students each. Instruct each group to select a spokesperson. Give them the situation sheets (5 minutes).

**Step 2:**

Ask each group to take one situation and what Vani or Raghav or Rachitha could do in that situation. Instruct that 2 - 3 volunteers from each group should act out.

Also ask all the groups to brainstorm the discussion questions among the members and write down various types of sexual harassment, which young girls or boys face today and what they usually do to face it (15 minutes).

**Step 3:**

Ask 3 groups to role-play the 3 discussed situations (15 minutes).

**Step 4:**

Ask the fourth group to report the types of sexual harassment through the spokesperson. A fifth group could report how girls/boys cope with them. Write down the harassment and the tackling techniques on the board. If already mentioned by one group, just recognize it by marking a (✓) against the point (10 minutes).

**Step 5:**

Summarize...(5 minutes).

**Caution to the Teachers:**

**Do not blame girls for provoking the boys to harass them. Do not condemn boys for constantly harassing girls in some way or the other.**

**Facilitative Questions:**

1. Are the above types of sexual harassment common?
2. What are the other types of sexual harassment you are aware of?
3. How do girls/boys respond to such harassment?
4. What do you think are the correct ways of responding - reporting to teachers, police, calling Makkala Sahayavani, etc?
5. How much is the harassed girl/boy responsible for the harassment?
6. What skills are needed for a girl/boy to face such harassment?
7. Why do some people involve in such harassing acts?

**Expected Responses and Tackling Methods from the Students:**

Vani should move away.

She should look at the man in his eyes and make him aware of his behavior.

Raghav should not receive calls for 10 days.

Use a caller - ID facility.

He can abuse the caller.

Rachitha should complain to police.  
Take her brother or father along with her.

Other responses relating to the various sexual harassment and methods of handling,

**Summarize...**

- ☛ By pointing out that sexual harassment is common. It is more common towards girls than towards boys (students should not feel that these problems are more among them).
- ☛ Listen to the students' way of coping. Reassure and reinforce if effective. Suggest changes if strategies are not successful. Agree that the proper ways (complaining to police, teachers, going out with brother/parents) may not be possible all the time.
- ☛ Discuss and stress especially with boys how sexual harassment does not prove any superiority, only inadequacy.
- ☛ Stress on support from friends and spreading awareness without ridiculing those being harassed.
- ☛ Distribute how to '**Handle Sexual Harassment**' tips if necessary.

**Reflection at Home by the Student:**

- 📖 Have I ever been sexually harassed? How did I handle it?
- 📖 Have I ever sexually harassed somebody else? Why did I do it?



**Theme: SEXUALITY - SEXUAL ABUSE****FACT SHEET:**

When a person is used as a Sexual Object without consent it is called Sexual Abuse. In the case of a minor (below the age of 18 years) and in the case of a mentally handicapped person (who does not understand the act and the consequences of sexual act) even with consent, it is considered sexual abuse if committed by an older person.



Every person is vulnerable to sexual abuse. Very young children as well as older teenagers can become victims of sexual abuse.

Sexual Abuse does not imply only sexual intercourse. Any behavior by which the younger person is used as a sexual object for sexual gratification by an older person is considered sexual abuse; example, using children for pornographic pictures, showing a young child pornographic pictures, stroking the child or a minor for sexual satisfaction etc.

Often children/adolescents are abused by someone they know and trust; for e.g., boy friends, cousins, uncles, family friends, neighbor; rarely even father, grandfather or caretaker.

Child sexual abuse often begins with non-sexual touches like patting, pinching, touching, and hugging. The child accepts this, as it is non-threatening. Gradually, the abuser may increase the methods of abuse including masturbation, sexual intercourse or rape.

Children does not have the ability to decide that the abuser is evil or bad. As mentioned earlier it could be a known and favorite person who also provides them with affection and other material benefits. Hence they are confused and prefer to keep quiet. In the case of adolescents the 'shame' involved makes them keep quiet and comply with abuse.

Often when a child complains about a known adult 'doing something funny' parents do not believe it. It is necessary that parents help the child to be safe, away from that adult.

Often adolescents can make out 'What is a Good Touch and What is a Bad Touch'. Once an adolescent senses a 'Bad Touch' by another person it is better to keep a distance from that person.

<b>GOOD TOUCH</b>	<b>BAD TOUCH</b>
Shaking hands briefly	Holding and stroking the hands
Patting on the head	Patting on the buttocks
Patting on the back	Pinching the bottom
Kissing on the head or cheek very briefly as a form of greeting	Kissing on the lips
Hugging briefly	Hugging tightly so that breasts or private parts are pressed

Most of the time children/adolescents may not discuss sexual abuse with parents, teachers or anybody. This is due to various reasons:

### **Fear**

The child/adolescent might have been threatened to keep the abuse a secret.

Fear of being punished for doing something wrong.

Fear of rejection either by parents or by friends or offenders.

The child/adolescent may fear that people will treat him/her differently if they get to know about the abuse.

The child/adolescent may be afraid of rejection by parents - that he/she may be sent away.

### **Confusion**

The child/adolescent may be confused because he/she is abused by one who he/she likes or trusts.

The child/adolescent may sense that the abuse is wrong and may have difficulty in understanding why someone who loves him/her would do something like this.

### **Guilt**

He/she feels that he/she is in some way responsible for the abuser to behave in such a manner.

Not being able to stop the abuse.

### **Sadness and shame**

Sadness for being betrayed by someone he/she trusted.

Shame for being abused by someone and not being able to stop it.

### **Signs of Sexual Abuse (for the teachers/parents to recognize)**

The following general behavioral changes that may occur in children/adolescents who have been sexually abused,

### **In School**

- An unwillingness to go home, early arrival and late departure from school - if abuse occurs at home.
- Irregular to school - if abuse is at school.
- Anxiety, depression, withdrawal from friends or usual activities.
- Drop in academic performance.
- Difficulty in concentration.
- Poor hygiene.
- Frequent tiredness/absences.
- Substance abuse.

### **At Home**

- Fear or dislike of certain people.
- Fear or dislike of certain places.

- Anxiously attentive to adults, too willing to please and do as they ask.
- Clinging to parents.
- Mood swings.
- Running away.
- Visible changes in the behavior of the child/adolescent - an active child becomes very withdrawn, a quiet child is restless etc.
- Excessive shy, lacking normal curiosity.
- Frequent complaints about a variety of minor ailments/physical pain.
- Changes in sleep pattern.
- Unusual appetite - excessive eating/ hoarding of food, or a refusal to eat.
- Rapid gain/loss of weight.
- Bedwetting.



#### **Some other Signs and Behavioral Symptoms:**

- Excessive masturbation.
- Wanting to touch/show/exhibit genitals.
- Knowledge of sexual matters inappropriate to age.
- Frequent bathing and washing.
- Physical signs of abuse like genital/anal injuries/bleeding and staining of underwear.
- Pain while passing urine or stools.
- Sores/ulcers in and around genitals, anus or mouth.

#### **How to Help the Children/Adolescents who are Sexually Abused:**

- Help the child/adolescent to be away from the abuser at the earliest possible - decrease risk of further abuse.
- Confidentiality is important. Teachers need to understand this thoroughly and not discuss this in staff room.
- Parents/teachers need to be non-judgmental, sensitive and supportive to the child/adolescent who has been abused.
- The child/adolescent must never be blamed for the abuse.
- Reassure the child/adolescent that he/she was not responsible for the abuser's acts.
- In the name of support, DO NOT make the victim repeatedly go through the graphic details of abuse.
- Parents or teacher needs to be notified as the case may be, if abuse continues and other children are also involved.
- Professional help must be sought if the child/adolescent is very distressed.



**How to Prevent the Sexual Abuse:**

Parents and teachers need to teach the children safety skills just as one would teach them water safety, fire safety etc.

**Safety Skills**

Teach the child the difference between good touch and bad touches.

Good or safe touches are the way we express affection, reassurance, and love for another. It makes us feel nice, warm and loved.

A bad or unsafe touch makes us feel uncomfortable and confused. It includes touching private parts, tickling, pinching, kissing lips, being made to touch someone else's private parts (penis), kissing, rubbing, pressing hands and holding tightly.

The child must be told that there are certain body parts that are "private" which cannot be touched or exhibited by anyone except a caregiver like a mother, grandmother etc. Even they need to do this only for a specific purpose like giving bath, dressing etc. A doctor can touch and examine the child's breast and genital for a specific medical reason but in the presence of a parent or a nurse.

**Getting Away**

Tell the child/adolescent to leave the situation when any person takes him/her to a place where there are no other people and indulges in inappropriate touching. A child/adolescent can say 'NO' or 'STOP IT' when anyone plays with his/her body parts.

**Report**

Children/adolescents need to be taught that pleasant surprises, such as birthday presents, gifts, are OK. However, certain secrets - 'Do not tell this to anybody else. It is between two of us' are not OK. Children should inform such secrets to a parent or teacher or any trusted person.

Adolescents can recognize sexual abuse more clearly than children. Often they have difficulty in handling it and preventing it.

Name of the Activity:

**Sexual Abuse - Scream when Somebody!!!!!!**

Objectives of the Activity:

- To help students recognize different forms of sexual abuse.
- To help students acquire skills to handle different situations of abuse.

Expected Outcome:

- ◆ Students understand that sexual abuse though rare, can be inflicted by anybody - stranger, known person or a person of any age or gender.
- ◆ Students recognize the skills - Recognizing, Resisting and Reporting to handle abuse.

Time: 45 Minutes

Life Skills Promoted:

**Coping with Stress, Coping with Emotions, Problem Solving, Communication Skills, Self-Awareness and Empathy.**

Techniques Used:

**Story Telling, Group discussion and Providing certain Do's and Don'ts.**

Materials Needed:

Photocopies of the situations typed on it, paper and pens (See Activity Material - 2.12).

Situation - 1:

### **“INNOCENT JAYA”**

Jaya is a 9 year old girl staying with her 2 brothers, parents and uncle. Jaya is very close to her uncle and likes him very much. She often plays tickling games with him. One evening, Jaya returns from school; her mother has gone out to a relative's house. Jaya starts playing with her uncle. While tickling her, the uncle, lifts her frock and strokes her panty, breasts and thighs. He also takes Jaya's hand and presses it against his private parts. This happens for a very brief time. Jaya feels uncomfortable and does not understand what is happening. Her uncle tells her not to reveal this to anybody and tells her to keep it as “their secret”. He later takes her to the ice-cream shop and buys her an ice-cream.

Facilitative Questions:

Do you think this happens in real life?

What should Jaya do?

Do you think Jaya's parents would believe her if she reported this to them?

Do you think Jaya is being sexually abused by her uncle?

If you were in such a situation, how would you react?

Situation - 2:

### **“CONFUSED ELVIN”**

Elvin is a 10 year old boy studying in V standard. He has one brother and stays with his parents in a village. Elvin has a cousin Kiran who is 18 years and studying in B.Sc 2<sup>nd</sup> year in a nearby city. Elvin likes Kiran because he is very stylish and speaks English very well. Elvin wants to be like



Kiran when he grows up. Elvin is happy when Kiran stays in their house for 10 days during Pooja holidays. Kiran shows Elvin his music collection and car picture collection. One day he shows pornographic pictures to Elvin and boasts that only grown-ups can have such pictures. One night, Elvin feels somebody by his side, stroking his private parts; to his surprise it is Kiran. Elvin is too scared to react. The next morning, Kiran smiles at him and winks at him. Elvin feels uncomfortable with this behavior. He wants to tell this to his brother and find out whether this is a part of becoming an adult. He is afraid to do so. This incident also makes him feel guilty, depressed and fearful at night. He stops talking much with his parents, friends and especially older boys. He feels he was responsible for making Kiran behave in such a manner.

**Facilitative Questions:**

Was Elvin sexually abused?

Can boys be sexually abused?

Was Elvin responsible for Kiran's behavior?

Why was Elvin fearful?

What should Elvin do? What skills does Elvin need to handle this?

How can Elvin be helped to overcome fear, sadness, and guilt?

**Situation - 3:**

**"APPREHENSIVE APARNA"**

Aparna is a 15 year old pretty looking girl. Ananya is her best friend and they have been neighbors for 10 years. Aparna, of late somehow feels uncomfortable with the way Ananya's father looks at her. Often he pats her on the cheek and hugs her when they meet. Aparna feels that he hugs her tighter than what is necessary. She also feels that he is aware of her discomfort. She does not feel this discomfort with other men of Ananya's father's age. When she mentions this to her mother, her mother gets angry. She tells Aparna that she is seeing too much of TV and getting bad/wrong ideas about good people.

**Procedure:**

**Step 1:**

Divide the class into group 5 - 6 groups of 10 - 12 students with a selected leader for each group (5 minutes).

**Step 2:**

Provide each group with all the 3 situations. Ask them to discuss and respond to the questions raised below (15 minutes).

**Step 3:**

Ask each leader to present the summary of their group discussions to the larger class (10 minutes).

**Step 4:**

Summarize.... (5 minutes).

**Expected Responses from the Students:**

**Story of Jaya**

Such things do not happen in real life.

Family members and friends will never sexually abuse children.

Jaya should inform her parents, brother, sister, friends, or teachers.

Jaya was not abused sexually- he just touched her private parts.

Both did not have sexual intercourse.

We should tell our parents, sisters, close friends and teachers.

Avoid such situation and quit that place.

Stop talking with such persons.

Tell them that they do not like such behavior.

Stop playing with him.

Uncle was wrong in using his position to use Jaya for sexual pleasure since she is a child (minor) and not aware of her sexual rights.

**Story of Elvin**

Boys cannot be sexually abused.

Elvin could have misunderstood the friendliness of Kiran.

Often we get to see sex or pornographic material – we cannot help it. Kiran did not do any big mistake by showing Elvin the pictures.

This is part of becoming a grown up boy.

This is not a part of becoming a grown up boy.

Elvin is upset with Kiran's behavior.

Elvin is responsible for Kiran's behavior in the night. He is too friendly with him.

Elvin is not responsible for Kiran's behavior. Kiran is wrong in touching private parts. Elvin is a minor and not totally aware of sexual rights.

Elvin was sexually abused.

Elvin should tell his parents or brother.

Elvin needs doctor's help and counseling.

Elvin needs support from others.

He should keep away from Kiran.

He should talk with Kiran to tell him that he did not like what happened.

**Aparna's Story:**

Aparna has a wild and bad imagination.

Ananya's father must be treating her like his own daughter.

How can he have such feelings towards such a young girl of his daughter's age?

Mothers know better than us.

Aparna is right. Probably Ananya's father has sexual feelings towards her.

Aparna or anybody for that matter can make out a 'Bad Touch'. It is better for Aparna to keep away from Ananya's father.

**Summarize...**

- Talk of Good Touches and Bad Touches.
- Emphasis that every student has a right to personal boundaries or space. Nobody especially, uncle, cousin, boy friend or an older person has right to interfere with other's body.
- Point out different forms of sexual abuse.
- Give simple skills/guidelines of what to do when faced with Bad Touches.
- Suggest reporting Bad Touches to an adult in whom they have total trust - father or mother or a teacher who will not brand them 'bad' or discuss it in the 'staff room' but give support and suggestions to stop the abuse.

**Reflection at Home by the Student:**

- BOOK Have I ever been subject to a Bad Touch?
- BOOK How did I feel then?
- BOOK How did I handle it?

# SOCIAL RESPONSIBILITY

- ◆ *Keeping Environment Clean - Do I Care??!!!!!!!!*
- ◆ *Impact of Advertisement - Choice is Yours*



**Theme: SOCIAL RESPONSIBILITY - KEEPING THE ENVIRONMENT CLEAN****FACT SHEET:**

The health of an individual, a community or a country is determined by the integration of two ecological universes i.e., the internal environment of man himself and the external environment, which surrounds him/her. These two internal and external environments comprise the total environment. Industrial growth, advances in nuclear technology, and urbanization have given rise to the problem of environment pollution like air pollution, water pollution. Various diseases are often a result of disturbance in the delicate balance between man and his environment. Therefore, the attainment of healthy environment is very important for a Healthy Person. Towards this it is the duty and responsibility of every individual in the society to keep the environment clean and prevent pollution.

Environment pollution refers to the process in which contaminants and foreign matter are added to the environmental resources. It can be classified into air pollution, water pollution, soil pollution and noise pollution.

**How to Prevent the Environment Pollution:**

The following are some of the strategies that can be adopted by the students to prevent environment pollution and conservation of natural resources,

- Keeping the garbage in proper containers at home and in the school.
- Avoiding disposal of waste on the road and public places.
- Always carrying a cloth bag; this prevents accumulation of plastic bags.
- Developing the habit of turning the lights off when not necessary. This will save electricity costs and energy.
- Turning the tap off while brushing teeth and turning it on again while rinsing.
- Carrying necessary repairs wherever possible to prevent wastage - leaking taps.
- Recycling as much as possible from used materials.

The benefits of environment pollution prevention are,

- Conservation of natural resources and energy.
- Proper utilization of resources - energy, material and resources.
- Minimizes or avoids the creation of pollutants.
- Prevents the transfer of pollutants from one medium to another.
- Minimizes health risks.



Name of the Activity:

*Keeping the Environment Clean - Do I Care ?!!!!*

Objective of the activity:

- To make students aware that the responsibility of maintaining a clean environment is in their hands too.

Expected Outcome:

- ◆ Increased awareness of immediate problems in the environment around them and steps taken by them to contribute to a cleaner environment.

Time: 60 Minutes

Life Skills Promoted:

*Critical Thinking, Creative Thinking and Decision Making.*

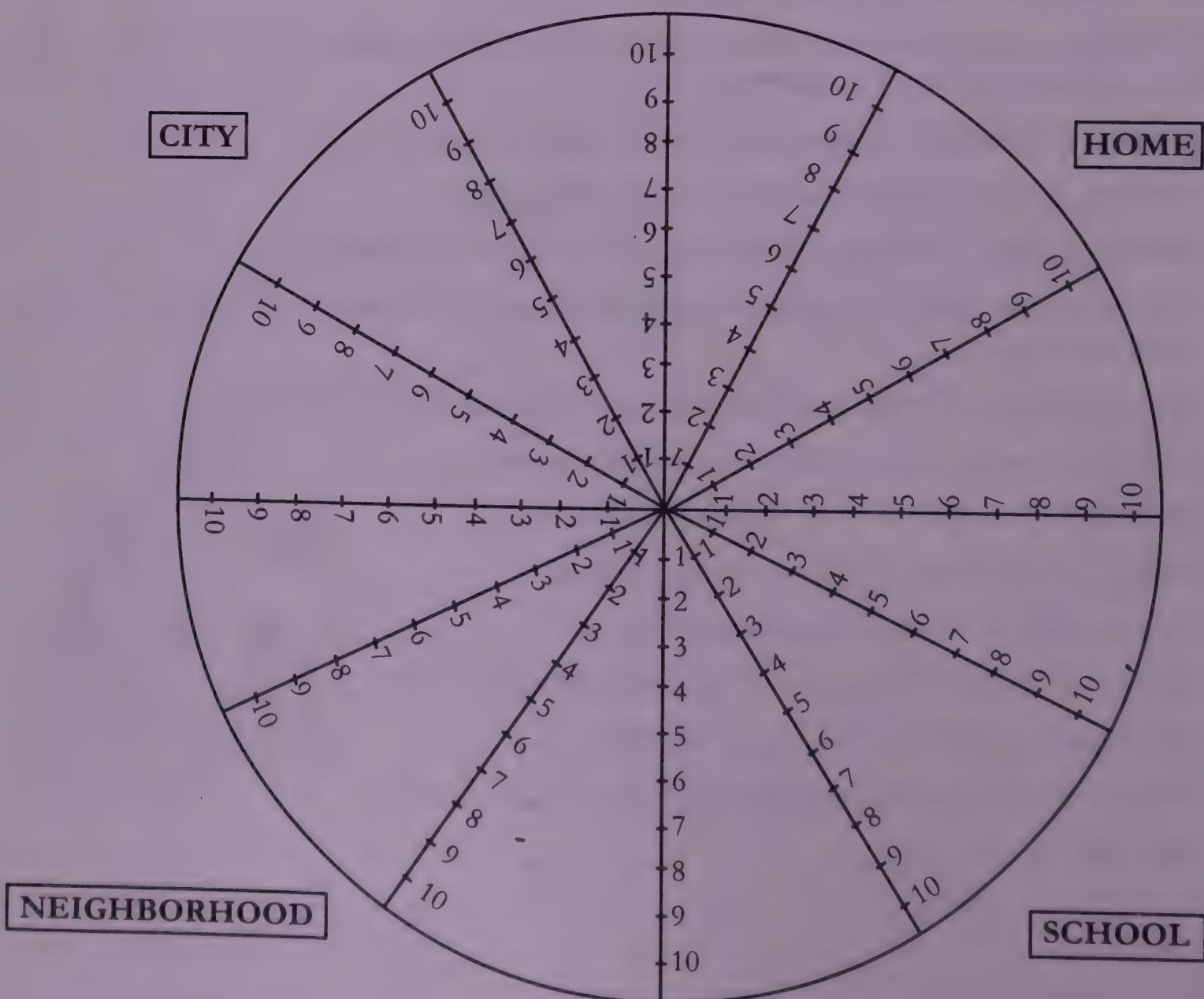
Techniques Used:

*Directed Work - Sheet Completion, Introspection and Planning.*

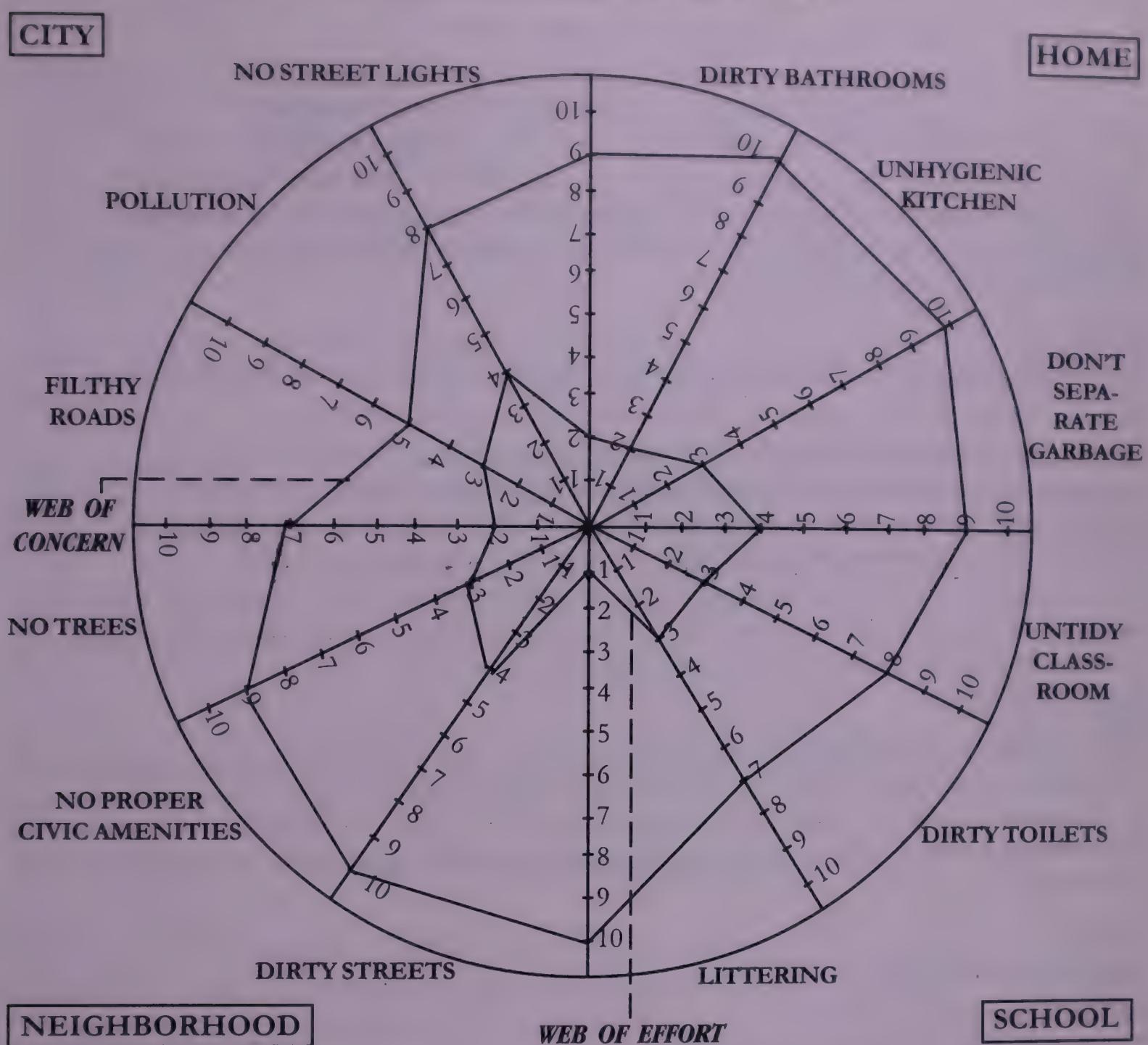
Materials Needed:

The worksheet below, black and green color pencils (See Activity Material - 2.13).

### **WORK SHEET: WEBS OF CONCERN AND EFFORT**



## WEBS OF CONCERN AND EFFORT

Note to the Teacher:

Tell the students that each student will be doing this activity alone. If desired a student need not even share her/his work with neighbors. Each student should rate each concern sincerely and also see how much she/he is doing to solve the issues

Procedure:Step 1:

Provide all the students of the class a photocopy of the above worksheet with 4 areas of concern mainly, home, school neighborhood and city. Each area has 4 sections with demarcations from 1-10. Tell students first to think of cleanliness issues that deeply concern each one of them personally at home, school, in their locality and city; write the concerns down next to the segments in that area. Students should come up with not less than 2 concerns. Maximum of 4 concerns in each area could be written. Reassure students that the concerns need not be very major - could be very small issues.

For e.g. a student's concern at home could be leaking tap, unwashed clothes, rat infestation etc  
 For school it could be litter, toilets without latches on the doors, lack of water etc.  
 For the city it could be dug up pavements, no streetlights etc.

Once 2 - 4 concerns have been written for each area, ask the students to rate each of their concern on a rating between 1 - 10. For e.g. my concern for dirty bathrooms at home could be 9, absence of streetlights could be 6 and untidy classroom is 8 etc (See Picture - Pg. No. 108).

After the students rate their concerns in each area, demonstrate with a pencil how they mark their each concern in each area and the corresponding rating on the graph. (0 towards the center of the grid and 10 towards the periphery) Show them how to join up all the ratings to form a circular web using a black color pencil (20 minutes).

#### Step 2:

Ask students to compare their neighbour's issues of concern and the web size (5 minutes).

#### Step 3:

Instruct each student (since he/she is so concerned about these issues), to rate themselves on a scale of 1 - 10 the effort that they are currently making to better/address/solve the issue. For e.g., a student who has marked 9 on his graph for leaking taps of his house as a concern may rate his effort as 2 taps if the attempt is low.

Ask the students like the previous time to mark their efforts for each issue in each area on the same grid with green pencil. Later ask them to join all the effort marking with a green pencil. Ask students to compare their neighbor's green web (20 minutes).

#### Step 4:

Point out that the gap between the black web and the green web is the extent of each student's responsibility. If the green web is outside the black web, it means the social efforts are better than the issues and he/she is a very socially responsible person. On the other hand, the green web is within the black web, he/she is not taking responsibility to solve issues in all areas including home (10 minutes).

#### Step 5:

Summarize... (5 minutes).

#### Summarize....

- It is usually the practice of everybody to complain about the deficits in the home and in the society. Society is made up of individuals like us who need to take small steps to address and solve them.
- Social responsibility is the duty of one and all. Students need to think and act (skills) towards this.
- The web is a clear indication of our complaints and efforts. We can change it and hence the society.

#### Reflection at Home by the Student:

- BOOK What are my concerns at Home?
- BOOK What is the rating of the concerns?
- BOOK What is my rating of the effort to rectify it?
- BOOK Can I change it by my skills within a week?
- BOOK Can I ask my family members for help and ideas?

**Theme: SOCIAL RESPONSIBILITY - IMPACT OF ADVERTISEMENT****FACT SHEET:**

Advertisements have become very much a part of modern life. People particularly youngsters are confronted with advertisements multiple times a day. Open a newspaper, read a magazine, switch on the radio or television, drive along any road or see any cinema show - one finds dozens of advertisements which persuade us, tempt us to follow fashion or buy a product. Producers' use many tactics to attract youngsters who are influenced and buy the products to follow a trend - using the latest toothpaste, shampoo or facial cream.

Advertising itself is not necessarily bad. Practiced fairly and with responsibility, it serves a useful function, informing the public about the existence and characteristics of a product. To play a positive role, advertisements must be truthful and informative, must not exaggerate the usefulness or qualities of a

product and should not glamorize products so that artificial needs are created in the consumer to possess the product. Unfortunately, advertising has become a powerful tool in the hands of producers to manipulate the consumers to buy their products. Most of the advertisements misguide the public to get their products accepted and purchased. The main objective of the producers is to sell their products and they are often not bothered about the consequences of using products, which have adverse affect on health e.g., tobacco, alcohol, drugs etc. Many producers advertise their products of alcohol and tobacco in disguise for legal purposes, but are evident to the common man. These indicate that many manufacturers and the advertisement agencies do not follow ethics of society but focus only on the promotion of their products and sales.

**Advertising Techniques:**

The following are the techniques used to attract the youngsters to sell products:

**Image Building**

Advertising works by creating, building and reinforcing images, which draw attention, present in multiple places and presented in ways which makes the common man notice them even without his/her intention - e.g., having big banners all over the city, sponsoring programs, having the product repeatedly mentioned, providing free samples etc. Advertisers project their products in such distinct and attractive way that viewers or readers want to identify with the characters in the advertisement.

**Jingles, Colors and Pacing**

One popular method is the use of catchy jingles or songs to accompany the advertisement. Both the lyrics and the music are usually simple and repetitive, making it easy for viewers to remember and hum the jingle to themselves. Another important technique in T.V. ads is the powerful use of colors, which are very attractive to viewers.

**Use of Famous Personalities**

Advertisements also increasingly make use of famous or popular personalities to sell their products. This is a clever way of associating the product with a particular value or quality through outstanding personalities. For e.g., having a world famous beauty and a movie star promote a cool drink, a cricketer promote a car. Buying and using these products, people unconsciously attempt to transfer the qualities associated with the personality to himself or herself.

The advertisers slowly decide, life style, behavior and the image of the Common Person.

Sometimes advertising is used for obviously harmful products like alcohol and tobacco. This the ads do by changing the attitude of the ordinary man - 'Though smoking is bad, a strong man smokes for relaxation. If you are one, you can also smoke'.

'Alcohol is bad for health. But it is cheaper than a cool drink - why not drink it - it helps you to socialize - no party is fun without alcohol.'

Advertisements never highlight the ill effects of any product except as a Statutory Warning in small letters on the reverse side of the product when it is legally necessary - e.g., cigarettes.

- Tobacco is one of the main causes of preventable deaths in the world. Smoking, chewing tobacco (panparag/gutka) increase the risk of lung cancer, heart diseases, and oral cancer. Tobacco companies through ads, manage to project a healthy and glamorous image to smoking, although in reality there is hardly anything healthy/positive about smoking. Besides the increased risk of cancer and other diseases, smokers also run the risk of dying younger - every cigarette smoked can shorten the smoker's lifespan by nearly six seconds. The National Cancer Institute in United States report that smokers within the age of 30 - 35 who smoke two packets a day might have their lifespan shortened by eight to nine years.
- In the case of alcohol, the advertisements fail to show consequences of alcohol addiction. Alcohol affects every system of the human body. Excessive intake of alcohol leads to various physical and psychological problems. A chronic drinker often ends up being a menace to his family and society. Research studies show that there is a significant relationship between alcohol and violence, child abuse, suicide, marriage breakdowns, accidents, thefts etc.

From the above it is evident that youngsters need skills to analyze any ad, message or persuasion to use or buy a product or follow a trend. Such skills will promote the adolescent's health - physical and mental which is currently under threat from socially irresponsible advertisements.



Name of the Activity:

**Impact of Advertisement - Choice is Yours**

Objectives of the Activity:

- To recognize the influence of advertisements on us.
- To help the students become aware of the consequences of advertisements on health and behavior.

Expected Outcome:

- ◆ Students understand the power of media.
- ◆ Students realize that the ads are to promote the products and often may not be socially responsible.
- ◆ Adolescents understand that they need to evaluate critically a product or an ad and then if needed use the product.

Time: 60 Minutes

Life Skills Promoted:

**Critical Thinking, Creative Thinking, Decision Making and Communication Skills.**

Techniques Used:

**Teamwork and Group Discussion.**

Materials Needed:

2 or 3 kgs cardboard or chart paper, 3 pairs of scissors, gum, old newspapers, magazines that have advertisements on drugs like alcohol, cigarettes, panparag, guttka, manikchand etc and picture of advertisement techniques (See Activity Material 2.14 ).

Note to the Teacher:

Inform the students the previous day to bring old newspapers and magazines for the LSE class

Procedure:

Step 1:

Divide the class into 4 - 5 groups of 10 - 12 students each. Each group to select a leader (5 minutes).

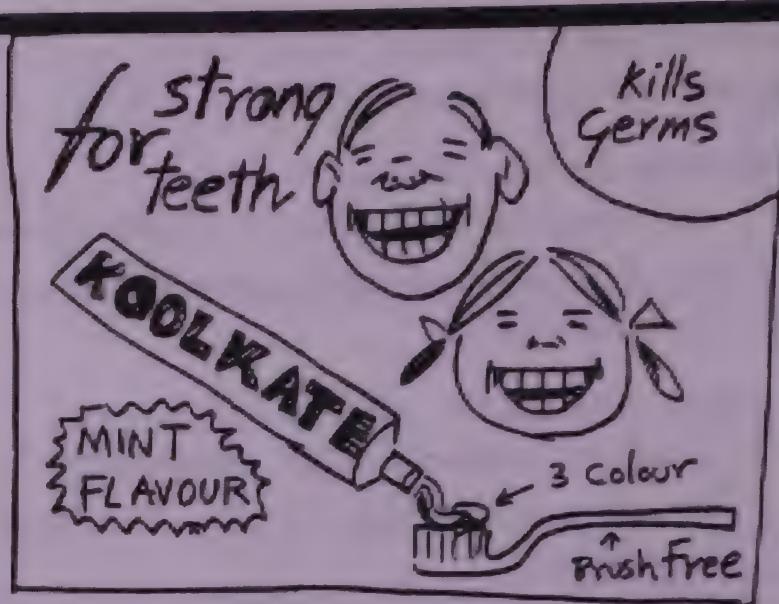
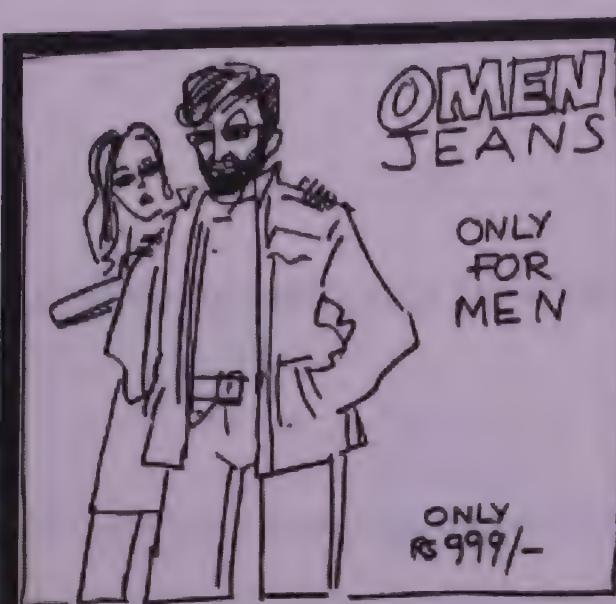
Step 2:

Give old newspapers, magazines, which has different advertisements including those on alcohol beverages and tobacco.

Instruct each group to make a collage work using pieces of advertisements - the collage should convey the power of advertisement both for good and not so good products like alcohol, tobacco. Encourage groups to use their creativity to the maximum to make the collage, give it a caption and paste it on the wall of the class (20 minutes).

Step 3:

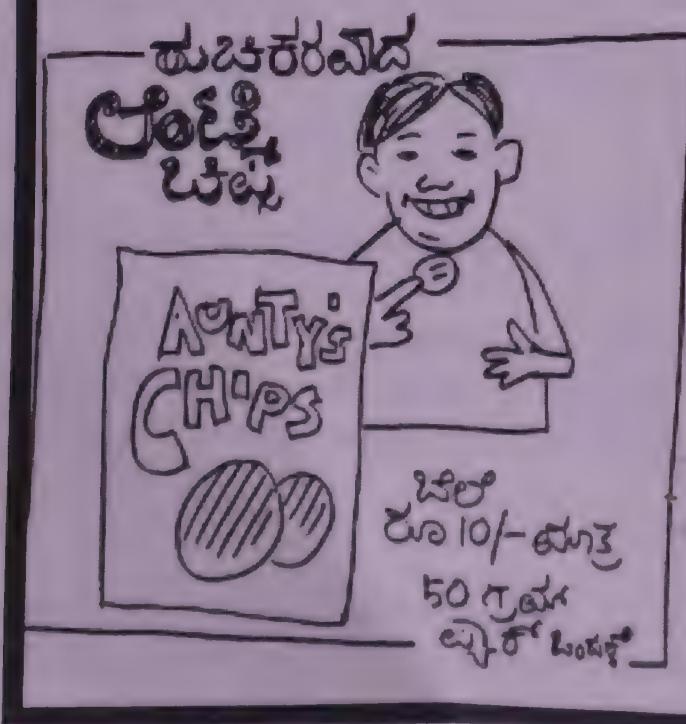
Once the collage work is over direct the groups to discuss on advertisements using the following discussion queries. Later to present the summary of their report to the larger class. During report presentation the leader also talks of the group's collage work and their theme (20 minutes).



### ADVERTISEMENT FOR DIFFERENT PRODUCTS



### ADVERTISEMENT FOR DIFFERENT PRODUCTS



**Step 4:**

Summarize... (10 minutes).

**Facilitative Questions:**

1. Why do producers use advertisements?
2. What messages are usually given in the advertisements?
3. What do the advertisement fail to tell us?
4. How do people react/feel after seeing an advertisement?
5. Is there a change by seeing an ad again and again over time?
6. Are there products, which you think should not be advertised - why?
7. What skills does a student need to understand an advertisement?
8. What skills are needed by a student to respond to an ad?

**Expected Responses from the Students:**

Ads provide us information on many products. They are informative. They increase the creativity and competitiveness among producers.

They decide what we should wear, eat, use etc.

Ad world provides employment to many.

Advertisement communicate that it is OK to smoke and drink

Alcohol drinking is necessary in social gathering like party, ceremonies etc. - it is fun. Women like men who smoke.

It shows great film stars promoting alcohol in a hidden form, sports/media people promoting tobacco cigarette. They are shown for relaxation and style.

Advertisements do not tell the other side of the effects like health problems, social disgrace, family discord and loss of finances.

We are tempted to buy a vehicle or a dress though it may be beyond our budget because we want to ape the ad, and do not feel to be left out when others do it. Ads are a slow BRAINWASH.

**Summarize...**

- ☛ Advertisements fail to communicate the dangerous consequences of using certain products.
- ☛ The advertisements are trying to attract the people and sell the products by using films stars, players or famous persons.
- ☛ One need to think critically and decide whether to use the products.
- ☛ Stick the Picture of Advertisement Techniques on the wall and ask the students to observe it.

**Reflection at Home by the Student:**

- BOOK Over the past 6 months, the advertisement, which I like, the best is \_\_\_\_\_ and it usually comes on T.V./Radio/Paper. I like it because \_\_\_\_\_.
- BOOK After today's LSE class my perception towards this advertisement has changed/not changed. Reasons for change or no change \_\_\_\_\_.



**Appendix - 1a**

**RECORD BOOK FOR THE STUDENTS**

NAME .....

SEX ..... CLASS .....

SCHOOL .....

**NAME OF THE ACTIVITY DONE THIS WEEK**

Date :

Health Issue Discussed - Theme :

Life Skills used - Discussed :

Reflection at Home :

Any other Comment :



**Appendix - 1b**

## **RECORD BOOK FOR THE TEACHERS**

NAME ..... SEX .....

SCHOOL .....

Conducted for 8th/9th/10th :

Number of Students :

### **HEALTH PROMOTION CLASS**

Activity Conducted :

Health Issues Identified by Students :

Skills Focused :

Participation by Students : Poor / Average / Good

What was New for the Teachers?

Benefits Identified :

Limitations Identified :

Remarks :



Monthly Record of Indicators**Appendix - 2****CLASSROOM LEVEL INDICATORS****Instructions**

*All the following to be assessed on a monthly basis*

*Strength of your class for which the assessment is done:*

*No. months the LSE program has been implemented:*

*No. LSE classes taken so far:*

1. Number of students in your class who have not come to class continuously in the previous 1 month.
2. Number of students in your class who have not attended class for more than 50% of the working days.
3. Average number of students who did not hand in homework assignments.
4. Average number of students who have scored 40% in all subjects in class tests.
5. Number of students who are performing better at least in one subject consistently over the past 1 month.
6. Number of times you had to stop the class due to unwanted behavior of the students within the class.
7. Number of students who have shown better interactions in the class regarding academics.
8. Number of times you had to intervene in the interpersonal difficulties of the students.
9. Number of incidents of bullying related to your students (bully or victim).
10. Number of incidents of stealing.
11. Number of incidents of lying.
12. Number of incidents of destroying other's or school property.
13. Number of incidents of boy-girl relationship issues - love letters, running away.
14. Number of students who participated in the recent school activities in some way - even arranging chairs etc.
15. Number of students who have started a new hobby or extra-curricular activity.
16. Number of students who approached you for discussing personal problems.
17. Number of times when you found your students smoking.
18. Number of times when you found your students drinking.
19. Number of students whose parents met you regarding the student - including PTA meetings.
20. Number of times an academic activity was done as a group activity (not LSE class).
21. Number of incidents of self harm in your class.
22. Number of students caught copying in exams.
23. Incidents where students have manipulated parents to take money.
24. Number of student who have discussed personal problems with you.
25. Number of student who have cut class to see movies.



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